



Redesign Plan

Ottawa Hills High School

Grand Rapids Public Schools

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

 The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Ottawa is an urban high school with 620 enrolled students. 77% Black, 13% Hispanic, 22% Special Education, and 86% free and reduced lunch. There has been a small increase of the Hispanic population over the last three years and special education has doubled in numbers. Meeting the diverse learning needs of the student population is a challenge. Over the last three years Ottawa qualified for the School Improvement Grant. Ottawa has moved out of the lowest 5% ranking in the Top to Bottom list for the state.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Vision Statement - Ottawa Hills High School will be a place where ALL students become educated, self directed, and productive members of society.

Mission Statement - Staff of Ottawa Hills High School is committed to the ideals of providing both quality and equity in the education of each of our students. We have high expectations for and encourage excellence in all of our students. We seek to promote self-esteem in each individual and mutual respect for one another. Our commitment is quality education for all students.

Belief Statement - Ottawa Hills High School's students, instructional staff/faculty, and administrative team share the school's vision that encompasses the following beliefs:

We will be effective and consistent communicators guided by principles that will promote a positive perception of the school.

We will create a safe and secure environment.

We will believe in the yearly stated goals and objectives to improve student achievement and be action orientated in accomplishment.

We will build a culturally competent and diverse staff.

We will engage in positive healthy relationships.

We will understand the importance of a rigorous curriculum that is challenging and aligned with state/district standards, and encourages differentiated deliveries of instruction.

We will develop social/academic/athletic programs that encourage all students to become actively involved in the school.

We will develop and implement a plan that effectively promotes active parental involvement.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

No longer in lowest 5% of Top to Bottom ranking. ACT scores have remained stable. Ottawa Hills currently holds the 2012-13 Michigan Teacher of the Year. Consistent implementation of process and protocols to change the overall behaviors to create a culture for learning is a focus area for the future.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Enrollment is increasing. Leadership capacity within the building has increased. Alignment of school improvement initiatives with PD opportunities and coaching support to help increase student achievement through instruction.

Priority School Assurances

Introduction

All priority schools are required to certify yes/no to each of the following assurances and upload a copy of the required documentation in ASSIST.

Priority School Assurances

Label	Assurance	Response	Comment	Attachment
Teacher Evaluation Tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of teachers.	Yes		GRPSEducatorEvaluationDocumentsCombined

Label	Assurance	Response	Comment	Attachment
Administrator evaluation tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of leaders.	Yes		GRPS AdministratorEvaluationCombined

Operational Flexibility Assurance

Introduction

To ensure that all priority schools are in compliance with the required Michigan Department of Education Assurances it is required that acknowledgement and submission of certain documentation be completed.

Assurance of Operational Flexibility

All identified Michigan priority schools must complete and submit the following operational flexibility assurances as part of their Redesign Plan no later January 30, 2014.

Label	Assurance	Response	Comment	Attachment
	Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies, and operating procedures that the school building has the authority and autonomy to implement all redesign plan requirements as written. This assurance requires that schools upload either an Executed Addendum or a Memorandum of Understanding as evidence on the following screen.	Yes		

Label	Assurance	Response	Comment	Attachment
	<p>Our school has an executed addendum to the districts applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c:</p> <p>Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at ____ School.</p> <p>(a) That any contractual or other seniority system that would otherwise be applicable shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p> <p>(b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p>	Yes	Grand Rapids Public Schools and Grand Rapids Education Association Priority School Agreement	GRPS and GRE Agreement 6.30.14

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	Yes	Grand Rapids Public Schools and Grand Rapids Education Association agree to hold a negotiated addendum meeting(s). Meeting and outcomes will be submitted to MDE by August 1, 2014.	GRPS and GRE Agreement 1.30.14

Redesign Plan

Ottawa Hills High School

Label	Assurance	Response	Comment	Attachment
	Our Local Educational Agency (LEA) will comply with all applicable requirements, policies and conditions for implementing the Reform/Redesign Plan. The LEA understands that if it fails to develop an approvable plan, or does not make satisfactory progress on the plan implementation and/or student achievement, the Michigan Department of Education/State School Redesign Officer may issue an order placing the school under the control of the State School Reform/Redesign School District (SSRRD). If the school is placed under the control of the SSRRD, under Section 6 of the MCL 380.1280c, the SSRRD will impose for the school one of four intervention models and impose an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model as required by Section 8 of the MCL 380.1280c.	Yes		Ottawa Hills HS Signature Assurance 1.30.14

Turnaround Redesign Diagnostic

Introduction

The Turnaround Model addresses four specific areas: 1) developing teacher and school leader effectiveness, 2) implementing comprehensive instructional reform strategies; and 3) extending learning time and community-engagement. The Turnaround Model includes among other actions, replacing the principal and at least 50 percent of the school's staff, adopting a new governance structure and implementing a new or revised instructional program. Overall, you will write a reform/redesign plan to address nine separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

PART A: REFORM TEAM PERSONNEL

Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.

Rodney Lewis, Principal - Ottawa Hills High School; lewisr@grps.org

Loraine Phillips, Assistant Principal - Ottawa Hills High School; phillipsl@grps.org

Brad Lundvick - Data Support Specialist; lundvickb@grps.org

Sam Plakmeyer - Teacher/ILT; plakmeyers@grps.org

Isaac Herrick - Teacher/ILT; herricki@grps.org

Kristine Mahan - Teacher/ILT; mahank@grps.org

Bobbi Jo Kenyon - Teacher/ILT; kenyonb@grps.org

Melissa Musial - Teacher/ILT; musialm@grps.org

Pat Reagan - School Reform Facilitator - Secondary; reaganp@grps.org

Jan Baar- tjbaar@comcast.com

PART B: TEACHING AND LEARNING PRIORITIES

State two or three “big ideas” for your reform/redesign plan that are intended to change teaching and learning in ways that promote student growth in your school. (These should come from the data dialogue that initiates your planning efforts.)

1. Reflective Learning - Teachers will use the Teachscape 360 degree camera to review and reflect on their instructional practice. Changes/modifications can be done after reviewing a lesson. Areas that can be assessed are as such: warm up activities, the rigor of the task/activities that students are doing, transition time, closing/reflection of the lesson, questioning techniques, and student engagement/formatively assessing all students.
2. Increased Lesson Plan Time and Lesson Planning Template- Core content staff will be given bi-monthly increased learning time (1/2 Day) to planning rigorous high quality lessons to be implemented within the classroom. The Lesson Plan Template provides a Consistent, complete, and detailed planning tool that help teachers with lesson planning thought process. Using the template allows teachers to be thoughtful about possible misconceptions and expected prior knowledge to performance. It takes teachers from looking at content standards and learning objectives through formative and summative assessments. The template asks teachers to think about teacher moves, assessing questions, performance tasks and activities, strategies to be used, how technology is utilized in the lessons, and assessments. Each staff member will use weekly pre/post formative assessments linked to the Common Core Standards which will be embedded within those weekly lessons. Student Response Systems will be used to support monitoring student performance, so that that teachers can adjust instruction and use it as a quick win strategy to keep students engaged. The template has a re-assessment document to track progress of students, as well as a SIP Reflection Sheet to reflect on how effective or ineffective the SIP strategy was within the lesson.
3. Schoolwide Literacy- Each classroom will engage in Silent Sustained Reading for 20 minutes per day incorporating writing a one sentence summary noting the main ideas/purpose. All students and adults will participate. This will serve multiple purposes 1.) To place a priority on reading, 2.) Comprehension- Increase the muscle usage of the brain because the MME Day 1 is a 3.5 hour reading test, 3.) Fluency- one minute weekly timings with retelling what you read back to a partner (pair/share- "making thinking visible") / weekly QuickWrites- (15 minutes(current event) using a writing rubric- peer-to-peer feedback) designed by the Instructional Leadership Team/Test Taking Strategies-ACT Warm Ups based on GAINS/ACT score bands (2 times/ week).

State what data were used to identify these ideas

1. Reflective Learning - Teachscape 360 degree Cameras (Qualitative Data) - Learning Walks, Instructional Rounds, Administrative Walk Throughs and Observations
2. Increased Learning Time and Weekly Lesson Planning (Qualitative/Quantitative Data)- Review of Lesson Plans over multiple years, review of weekly failure rates, Cambridge/GAINS data (practice ACT test), Michigan Merit Exam Scores
3. Literacy (Quantitative Data)- MAP Scores in Math AND Reading, grades 9- 11; ACT Scores in each composite area; grades 11 and 12;

First, the 2013 9th grade students entered OHHS with scores below target on the EXPLORE:

First, the 2013 9th grade students entered OHHS with scores below target on the EXPLORE:

ENGLISH: 3 pts below target

MATH: 7 pts below target

READING: 6 pts below target

SCIENCE: 6 pts below target

COMPOSITE: 5 pts below target

This demonstrates students are entering the high school with low proficiency levels across all content areas; therefore, this drastically impacts teachers' ability to effectively assist students in meeting the CCSS. Incoming ninth grade students have reading and math levels that are, on average, four years below grade level.

Deficiencies in reading levels continue to affect student performance across the board and the ability of the teachers to close the achievement gap.

- According to 2013 MME data, 81% of OHHS 11th grade students are reading below proficiency level.
- According to 2013 MME data, 88% of OHHS 11th grade students are writing below proficiency level.
- According to 2013 MME data, 97% of OHHS 11th grade students performed below proficiency level in mathematics.
- According to 2013 MME data, 99% of OHHS 11th grade students performed below proficiency level in science.
- According to 2013 MME data, 90% of OHHS 11th grade students performed below proficiency level in social studies.

PART C: DEVELOP SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

Requirement #1: Replace the principal and increase leadership capacity at the school.

Indicator 1A: In your response, describe how the district has taken on of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all four turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. *Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant.

Indicator 1B: In your response, describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.

1A: Mr. Rodney Lewis will be retained as the principal at Ottawa Hills High School because he has the turnaround competencies needed to improve academic outcomes for children. The competencies this principal has are: he is able to focus on early wins and big pay offs as evidenced by significant growth in EPAS testing data from fall 2012 baseline to spring 2013 MME testing in all areas except math. An immediate plan was made at that time to address the deficit areas and is currently under implementation. Mr. Lewis is able to break organizational norms as evidence by the level of teacher leadership and participation in the school improvement process during the 2012-13 school year.

Analyzing Data and Galvanizing Staff

Mr. Lewis has been able to galvanize the staff around the big ideas of the Priority School Plan. This process has been done through a series of staff meetings. Teachers collect and analyze classroom data to determine if students are being successful based on learned objectives. Moreover, teachers analyze GAINS data(a retired ACT assessment) to determine skill gaps needing improvement. After the staff identifies the areas of improvement, they develop a deficiency plan to improve student scores on the ACT. The staff uses warm up activities to implement these strategies. On a weekly basis, Pre and post assessment data is collected and analyzed by teachers determining if students are successful in meeting or exceeding in the areas of deficiency.

Additionally, all teacher leaders have prepared and presented professional development to peers in support of the District Academic Plan and school level initiatives with support and encouragement.

Mr. Lewis has continued to the process of galvanizing staff. He began by educating his staff of the concerns poverty brings to student learning and under his leadership instructional staff have implemented strategies to address the issues of poverty and have significantly had a positive impact on issues of climate. Some of the initiatives include: PBIS Celebrations (focuses on changing the culture), Minority Professional Tour (successful professionals sharing their story), visits to Historically Black Colleges and Universities (exposure and opportunities for minority students), and presentations from minority authors (sharing topics to foster writing and life changes).

Mr. Lewis has implemented a vision for students to have one to one access to 21st century technology inside and outside the school setting. Every student and staff at Ottawa are currently being trained and implementing a program that utilizes a NOOK device for access to essential reading and research material. Ultimately, the goal is to accelerate the learning for all students.

In summary, significant gains on EPAS system from early fall of 2012 to the test results from MME in 2013 indicates improvement in all areas except for math. Mr. Lewis has also worked in collaboration with staff to change the Top to Bottom rankings over a 4 year period. This
SY 2013-2014

resulted in a change from 5% in 2010, 18%, 33%, to 14% in 2012 and the newest ranking of 1% for 2013. The ranking has changed dramatically due to graduation rates. Ottawa Hills has also seen an improvement in ACT composite scores. Areas that are lacking in achievement have been used as the impetus to develop the big ideas for our plan.

Mr. Lewis, as the leader of the building leadership team, works collaboratively with the building leadership team and all staff to promote student achievement through exemplary teaching and learning, developing and implementing a clear mission, and ensuring the implementation of the school improvement plan. This has resulted in a positive change in the area of organizational norms.

Under Mr. Lewis' leadership, building the capacity of leadership within teachers has been a focus and has led to staff assuming many of the leadership roles and a partnership in moving all students towards being successful in college and career standards.

All instructional leadership team members have presented professional development to peers in support of the District Academic plan and school level initiatives. Staff have opportunities to implement strategies in class and receive feedback on their implementation through learning walks and instructional rounds. Mr. Lewis has implemented a collegial instructional rounds format. This allows only collegial discussions on implementation of strategies and their impact on achievement plus any new support needed for the teacher.

Mr. Lewis has instituted instructional conversations with staff to discuss student achievement and what supports are needed in class to implement the strategies with fidelity to impact student learning. Continual analysis of data is done with MAP, EPAS, Common Assessments, and grade performance.

Ottawa Hills High School will be supported in the following ways:

District Representative

Ron Gorman, Executive Director of Secondary and Pat Reagan, Secondary School Reform Facilitator will participate in Data Dialogues and LearningWalks (to build internal capacity), guide schools in the development of a process for monitoring the implementation of the School Improvement Plan by following the Instructional Learning Cycle as defined by MI Excel, participate as a School Support Team (SST) member to review the SIP and set short term goals to improve student achievement, document systemic changes to identify growth and areas for improvement, monitor implementation and review the effectiveness of strategies being implemented through pre and post assessment data analysis. They provide support for the principal and staff, at a minimum, monthly in the building. In addition, the district supports the process of building the leadership capacity of Mr. Lewis providing bi-weekly professional development in leadership practices. The professional development is conducted by Mr. Bert Bleke, former Principal and Retired Superintendent. The district assigns a School Reform facilitator to assist with the implementation of the Priority School Plan. Cambridge, an external contractor, has been assigned to Ottawa Hills to support the principal in the areas of culture, retention, professional development, and improvement in student outcome at Ottawa Hills and the Ottawa Hills' feeder pattern.

* Descriptive data collection on classroom instructional practices as evidenced by classroom observations and Learning Walks

* District Representatives will support Priority Schools to implement and monitor the focus areas within the Academic Plan (see Appendix D) and provide ongoing feedback and guidance.

MSU Intervention Specialist

The MSU Intervention Specialist will co-facilitate data dialogues, participate in the development of processes for monitoring the implementation of the Instructional Learning Cycle from the School Improvement Plan, participate as a member of the SST, document systemic changes to identify areas for improvement and collect descriptive data that supports improved student achievement. The MSU Intervention Specialist will support the principal and Instructional Leadership Team monthly.

KISD School Improvement Facilitator

The KISD School Improvement Facilitator will participate in data dialogues, support school leadership team in the development of processes for the implementation of the Instructional Learning Cycle, pilot the Instructional Learning Cycle which includes instructional strategies in the plan and collect descriptive data on classroom instructional practices as evidence of improved student achievement. The KISD School Improvement Facilitator will support the principal and Instructional Leadership Team monthly.

Ottawa Hills High School building leaders and GRPS District representative will participate in MDE, KISD and other professional learning target to the needs of Priority Schools.

After analyzing the data from our feeder schools, Mr. Lewis continues to work with leadership and staff from schools feeding into Ottawa to help the students be better prepared to enter high school.

Cambridge support services has provided educational services focused on results from student, staff perception surveys. Mr. Lewis has developed a process for increasing the input and impact of our Parent/Community Involvement Collaboration. This is facilitated by the Dean of Students and a lead parent that meet regularly to organize parent meetings and support for parents. Feedback forms are distributed to seek input on future meetings, events, and support.

Requirement #2: The district uses locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environments to meet the needs of students.

Indicator 2A: In your response, detail the collaborative process used to create a teacher and leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of teachers' evaluations must be based on student growth

Indicator 2B: Also, detail the process to screen existing staff and criteria used to rehire no more than 50% of staff and select new staff. Attach the teacher evaluation and Administrator Evaluation. (Narrative)

2A.1,2: An Evaluation Committee comprised of District administrators, including Executive Directors of Schools, professional development, Human Resources, and Assessment and Evaluation met weekly to collaboratively develop the Educator Evaluation process, rubric and handbook. The draft evaluation document was vetted by a team comprised of building principals and teachers whose feedback formed the basis of the final evaluation document in 2012-13. The final rubrics are broken into three performance measures; Student Growth (School-wide NWEA Conditional Growth Index, Classroom NWEA Conditional Growth Index, School-wide Explore, Plan, ACT Composite and Sub-Test Scores, Student Learning Goal(s) Rubric Rating), Performance Practice (Danielson Classroom Observation Score, Tripod Composite Favorability Rating, Instructional Goals Rubric Rating), Professional Practice (Professional Development Credits Earned, Danielson Professional Responsibilities Score). During the 2012-13 school year, extensive District wide professional learning was provided to District and building based Administrators and Classroom Teachers by Cambridge Educational Consultants to develop uniform use of one of the four MDE approved models, Charlotte Danielson's Framework for Teaching Rubric. The Danielson Framework has been utilized collaboratively in the district for over 15 years. For the 2013-14 school-year, the student growth portion of the Educator Evaluation is comprised of 25% and for the 2014-15 school year it grows to 40% (refer to attached Educator Evaluation Handbook).

2B: The District Evaluation Committee has chosen to implement one of two State required Administrator Evaluation instruments. GRPS will utilize the Michigan Association of School Administrator's School Advance Administrator Evaluation Instrument. The Administrator evaluation will be a growth model which measures both Professional Practice (Supervisor Rating, Teacher Evaluations, Feedback to Teachers and

parents and improvement and monitoring of building attendance) and Student Growth (NWEA Conditional Growth Index, EXPLORE, PLAN, ACT) . For the 2013-14 school year, student growth will comprise 25% of the Administrator's Evaluation, and in 2014-15 40% of the Evaluation (refer to the attached Administrator Evaluation).

During the summer of 2013 a group of principals worked on developing a Grand Rapids Leadership rubric. An outside agency, Basis Policy Research, did a crosswalk of the GRPS Leadership Rubric with the School ADvance rubric, and the Reeves rubric. The District Evaluation committee took the crosswalk information and decided the School ADvance rubric fit the GRPS Leadership rubric the best. The School ADvance rubric was vetted with principals at an Evaluation Team meeting, and they endorsed the use of the School ADvance rubric. The Evaluation Committee felt the School ADvance rubric best fit with the leadership characteristics and skills needed to be a successful Grand Rapids Public School administrator.

2B.1,3: Ottawa High School Application and Interview Process

Process: Ottawa High School will adopt the Turnaround Model for the 2014-2015 school year. As a result, the school will only retain 50% of its instructional staff. This includes counselors. All instructional staff interested in remaining at Ottawa will have to re-apply for their positions.

1. Selection Criteria -Positions will be awarded based on the following criteria:

a. Individual Performance. This shall be the majority factor and shall consist of the following:

i. Final evaluation for 2013-2014 must be highly effective or effective

ii. No attendance or discipline issue for the last two years

iii. Successful score on a pre-screening test (if applicable)

iv. Interview (must bring student data that can include ACT, classroom artifacts, common assessments, EPAS, MAP or Tripod data)

v. Demonstration lesson (if applicable)

b. Specialized knowledge. This factor shall be based on experience and/or knowledge of applicable district, school or program academic or behavioral initiatives, interventions and/or strategies, as demonstrated through a writing prompt that will be completed during the interview process.

c. Significant relevant accomplishments and contributions. This factor shall be based on whether the individual contributed to the overall performance of the school by making clear, significant relevant contributions above the normal expectations for an individual in his or her peer group and having demonstrated a record of exceptional performance.

d. Relevant special training. This factor shall be based on the completion of relevant training other than the professional development or continuing education that is required by GRPS or state law, and integration of that training into instruction in a meaningful way.

2B.2: 2. Interview Process

a. Existing Ottawa staff: All teachers who apply to stay at Ottawa will be interviewed and will be rated based on the applicable selection criteria listed above. Teachers rated highly effective will be interviewed and rated on their specialized knowledge, significant relevant accomplishments and contributions and relevant specialized training. Any teacher recommended for selection by the interview panel who is rated highly effective, will be offered a tentative assignment. In addition to the interview, teachers rated effective will also be required to perform a 20 minute demonstration lesson, meet the district's cut score on the Haberman Star Teacher Pre-Screening test or other pre-screening test selected by the district, be recommended for selection by the interview panel, and be rated on their specialized knowledge, significant relevant accomplishments and contributions, and relevant special training.

b. Other applicants: Teachers must be rated effective, have an interview, perform a 20 minute demonstration lesson, meet the district's cut score on the Haberman Star Teacher Pre-Screening test or other pre-screening test selected by the district, be recommended for selection by the interview panel and be rated on their specialized knowledge, significant relevant accomplishments and contributions, and relevant special training.

c. The Haberman Star Pre-Screening test is an on-line questionnaire consisting of 50 questions of which you will be given three possible

answers. This test will evaluate the applicant's knowledge and compatibility when it comes to teaching at-risk students.

3. Interview Panel

The interview panel for existing Ottawa staff will consist of the building principal or his designee, executive director of high schools or his designee, another school administrator and one member of the Governance Board, if possible. The Governance Board is comprised of community, philanthropic, higher education, business and GRPS staff. They support the implantation of the Turnaround Plan.

The interview panel for applicants who are not currently working at Ottawa will consist of the building principal, the executive director of high schools, Governance Board members, if possible, two parents and two teachers rated highly effective who have accepted positions at Ottawa, if possible.

Requirement #3: The district will implement such strategies as financial incentives, increased opportunities for promotion and career growth and more flexible working conditions designed to recruit, place and retain staff to meet the needs of students in a transformational school.

Indicator 3A: In your response, identify the strategies that will be used to recruit staff based on student needs.

Indicator 3B: In your response, identify the strategies that will be used to assign staff based on student needs.

Indicator 3C: In your response, identify the strategies that will be used to retain staff.

3A: The District recruits teachers through teacher fairs and the District website, and vacancies are posted with universities across the State. We also host many student teachers from universities within and outside of MI. and recruit those deemed most effective in increasing student achievement in core subject areas by their supervising teacher and/or the building administrator. In meeting the needs of the students, we will look for teachers that have demonstrated high achievement gains in their content area and have shown the abilities to work in a school with the cultural competencies reflective of our population.

Teachers currently at a Priority school who do not wish to work at that school are allowed to apply for positions at another building in the district. Staff choosing not to leave will remain in place at the school and will continue to be evaluated through the district evaluation process. Moving forward, in order to join the staff of a Priority School, staff members will have to apply, minimally have an "Effective" final rating on their latest evaluation on the district evaluation tool, and interview with the building principal or leadership team for the desired position. Building principals will be able to select their new staff through the interview process, specifically considering the needs of their individual students. Teachers without an "Effective" or "Highly Effective" designation on the district evaluation tool will not be considered for an interview.

Instructional and building staff and students who have successfully increased and accelerated achievement (beyond expected growth or 50th percentile Conditional Growth Indicators) on NWEA and, as a high school the MME/ACT/EPAS growth will receive building level recognition (verbal recognition/certificates/notes of appreciation) after the spring EPAS and NWEA MAP Assessments. This recognition will occur at our regularly scheduled school level PBIS assemblies organized by building principals and supported/monitored by District Staff. Recognition will include educators, students and include student's families. Additionally, staff that has demonstrated success around accelerating student growth will be provided opportunities to participate on District level committees, e.g. The District Level Professional Development planning team. This team is responsible for suggesting, creating and administering professional learning for peers in line with the District's Academic plan).

Staff who are implementing the gold standard of strategy implementation as described in the implementation guides currently being developed will receive recognition through celebrations such as staff meeting recognition, office announcements, and other celebrations.

Teachers who receive an Educator Evaluation rating Highly Effective will receive a \$100 stipend.

3 B: Assigning and meeting student needs

Teachers will be recruited and assigned to Ottawa Hills based on student and building needs. Students of Ottawa Hills currently enter the ninth grade with an average of a 4th or 5th grade reading and math levels. Prospective staff members must be able to demonstrate the following abilities in meeting the needs of students:

- Cultural competencies with the demographic population of Ottawa Hills;
- Effort based approach to learning;
- Meet students where they are and be able to accelerate their learning;
- Build appropriate student-teacher relationships that lead to high levels of student achievement;
- Engage and challenge students to think critically.

To support and retain teachers at this school the District will support teacher who successfully assist their students in making positive academic gains. Teachers will have the opportunity to join the District Secondary Professional development team to suggest, design and create professional learning for peers on District wide Professional Development days.

The District evaluation system identifies educators who are struggling to positively impact student achievement. The evaluation system uses multiple measures to determine the effectiveness of instructional practice. Student growth accounts for 25% of an educator's final evaluation rating in the 2013-14 school year; this increases to 40% in 2014-15. Student feedback surveys, progress towards goals, and earned professional development credits make up the remainder of the final evaluation rating. Each educator is observed, rated, and given feedback 2 to 5 times per year.

Educators who are identified as having ineffective or minimally effective practice are provided support through an Individual Development Plan (IDP). IDP goals are developed by the building administrator to address specific areas of practice that need to be improved. The Individual Plan includes specific support such as professional development, coaching, mentoring, and/or instructional support to address the identified areas of need. Educators who have an IDP are observed, rated and given feedback 3 to 5 times during the year allowing for multiple opportunities for demonstrating growth. One of these observations is conducted by a second observer. (See Assurances- Educator Evaluation Guidebook for additional details)

Probationary teachers who are rated ineffective by the District evaluation tool will not be retained by GRPS. Similarly, tenured teachers who are rated ineffective for two consecutive years will not be retained. The District will maintain an appeals process teachers may utilize if their employment is recommended for termination.

3 C: Strategies to retain teachers at Ottawa Hills High School include providing comprehensive mentoring programs in their early years of teaching. New staff is supported by the District Mentoring Program for 3 years. The process to support new teachers includes orientation, mentors, and professional development as part of their overall induction. This process is coordinated and monitored by a full time New Teacher Mentor Coordinator, and through Human Resources by the Human Capital Facilitator. New hires attend three (3) days of orientation before the beginning of the school year. The New Teacher Orientation is designed to provide information to new hires at the District, division, and school levels. New hires participate in training during the orientation on the District instructional models, professional development requirements, classroom management, technology, assessment, and evaluation. Teachers hired after the start of school receive new teacher orientation using a blend of face to face and on-line learning. Throughout the year professional development is provided for new hires by the District New Teacher Mentor Coordinator and through District Professional Development.

Staff members are given opportunities to participate in decision-making at the school and to become teacher leaders. Professional development is differentiated for teachers at the building level via content, ability and grade level. At the district level, teachers are provided

with choice menus for district-wide PD and may select based on their own personal need.

In addition, the following Tuition Reimbursement Eligible Hours are in place per GRPS Human Resources:

a. The maximum number of credit hours eligible for tuition reimbursement per year (September 1st-August 31st) for an employee working thirty (30) or more hours per week and are in years three, four or five of their probationary period shall be:

Semester hours - 6

Term hours 9

State Board CEUs 3 CEUs equal to 1 semester hour

b. Other non-probationary members shall be eligible for:

Semester hours 3

Term hours 6

State Board CEUs 3 CEUs equal to 1 semester hour

c. Teachers in years one and two of probation are not eligible for tuition reimbursement.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Requirement #4: The district provides staff ongoing, high quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school.

Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality, (d) be job-embedded (e.g. integrated into the work day), (e) align to the instructional program described in requirement #6, and (f) include a process for monitoring the impact of PD on instructional practices.

Goal 1:

All students at Ottawa Hills High School will be proficient in Reading, Writing, Mathematics, Science and Social Studies

Measurable Objective 1:

A 20% increase of All Students will demonstrate a proficiency in Numbers and Operations and Algebraic Functions in Mathematics by 06/04/2016 as measured by MAP and ACT/MME.

Strategy1:

Content Area Literacy - The school staff will implement and incorporate into their instruction a variety of activities such as: Close and Critical Reading, Disciplinary Literacy, Thinking Maps, and Rubrics to increase students' Content Area Literacy.

Research Cited: Institute for Learning - Principles of Learning. University of Pittsburgh

Activity - Disciplinary Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will use the seven Principles of Learning in their instruction in order to increase Content Area Literacy.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will use Thinking Maps in their instruction to support literacy and metacognition. Use of Thinking Maps deepens student understanding of academic vocabulary, assists in writing across the curriculum, enhances note-taking strategies, and improves reading comprehension. Teachers will model the use of all eight Thinking Maps and students will be expected to use a variety of them when appropriate.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

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Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Administrators, Instructional Leadership Team, and Staff will monitor the level of content area literacy strategies in the classroom through Learning Walks, Instructional Rounds, and through the evaluation process. Learning Walks and Instructional Rounds are conducted each marking period. The evaluation process follows the district protocol. Changes will be put in place or additional training offered based on feedback.	Monitor			08/26/2013	06/04/2016	\$0 - No Funding Required	Administration, Instructional Staff, Support Staff

Activity - PLC and PD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will participate in professional development which supports understanding of student engagement techniques, especially working within departmental PLC to analyze data and develop lessons to incorporate student literacy strategies.	Professional Learning			08/26/2013	06/04/2016	\$2000 - Title I Schoolwide	Instructional Staff and Support Staff

Activity - Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will use the Ottawa Hills Writing Rubric and Scoring Rubric, and exemplars to set clear expectations. Staff will use the rubric data to provide feedback to students to improve overall content area literacy. Staff will use DOK Rubric to guide lesson planning.	Other			08/26/2013	06/07/2014	\$0 - No Funding Required	Instructional Staff and Support Staff

Activity - Close and Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will use CCR strategies to assist in the comprehension of complex text to increase understanding of content being presented.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

Strategy2:

Student Engagement - All staff will incorporate a variety of activities which will promote and increase student engagement which will allow students to actively participate in their own learning.

Research Cited: Pickering, Debra J., and Marzano, Robert J. (2011). The Highly Engaged Classroom.

Marzano Research Laboratory.

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being addressed in class. Student engagement has long been recognized as the core of effective schooling."

Activity - Academic Rigor	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will build students' foundation of content by engaging them in the thinking process to deepen their overall content knowledge.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

Activity - PLC and PD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will participate in professional development which supports the understanding of student engagement techniques, follow up within departmental PLC to analyze data and develop lessons to incorporate student engagement strategies.	Professional Learning			08/26/2013	06/04/2016	\$2000 - Title I Schoolwide	Instructional staff and support staff

Activity - Clear Expectations and Protocols	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be trained to adopt and communicate common classroom and building expectations and protocols. All staff will implement Positive Behavior Interventions and Support in the school to improve the academic learning behaviors of all students.	Academic Support Program			08/26/2013	06/04/2016	\$500 - Title I Schoolwide	All Staff

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Administrators, Instructional Leadership Team, and Staff will monitor the level of student engagement in the classrooms through Learning Walks, Instructional Rounds, and through the evaluation process. Learning Walks and Instructional Rounds are conducted each marking period. The evaluation process follows the district protocol.	Monitor			08/26/2013	06/07/2014	\$0 - No Funding Required	Administration, Instructional Staff, and Support Staff

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will embed the use of technology into daily lessons to support students learning objectives. Students will engage with technology as a means to demonstrate their learning.	Technology			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

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Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will use differentiated instruction activities based on the needs from an analysis of classroom data to engage students and meet their individual needs.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

Measurable Objective 2:

32% of All Students will demonstrate a proficiency in Reading in English Language Arts by 06/04/2016 as measured by MAP and ACT/MME.

Strategy1:

Content Area Literacy - The school staff will implement and incorporate into their instruction a variety of activities such as: Close and Critical Reading, Disciplinary Literacy, Thinking Maps, and Rubrics to increase students' Content Area Literacy.

Research Cited: Institute for Learning - Principles of Learning. University of Pittsburgh

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will use Thinking Maps in their instruction to support literacy and metacognition. Use of Thinking Maps deepens student understanding of academic vocabulary, assists in writing across the curriculum, enhances note-taking strategies, and improves reading comprehension. Teachers will model the use of all eight Thinking Maps and students will be expected to use a variety of them when appropriate.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

Activity - Close and Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will use CCR strategies to assist in the comprehension of complex text to increase understanding of content being presented.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

Activity - Disciplinary Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will use the seven Principles of Learning in their instruction in order to increase Content Area Literacy.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

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Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Administrators, Instructional Leadership Team, and Staff will monitor the level of content area literacy strategies in the classroom through Learning Walks, Instructional Rounds, and through the evaluation process. Learning Walks and Instructional Rounds are conducted each marking period. The evaluation process follows the district protocol. Changes will be put in place or additional training offered based on feedback.	Monitor			08/26/2013	06/04/2016	\$0 - No Funding Required	Administration, Instructional Staff, Support Staff

Activity - Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will use the Ottawa Hills Writing Rubric and Scoring Rubric, and exemplars to set clear expectations. Staff will use the rubric data to provide feedback to students to improve overall content area literacy. Staff will use DOK Rubric to guide lesson planning.	Other			08/26/2013	06/07/2014	\$0 - No Funding Required	Instructional Staff and Support Staff

Activity - PLC and PD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will participate in professional development which supports understanding of student engagement techniques, especially working within departmental PLC to analyze data and develop lessons to incorporate student literacy strategies.	Professional Learning			08/26/2013	06/04/2016	\$2000 - Title I Schoolwide	Instructional Staff and Support Staff

Strategy2:

Student Engagement - All staff will incorporate a variety of activities which will promote and increase student engagement which will allow students to actively participate in their own learning.

Research Cited: Pickering, Debra J., and Marzano, Robert J. (2011). The Highly Engaged Classroom.

Marzano Research Laboratory.

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Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Administrators, Instructional Leadership Team, and Staff will monitor the level of student engagement in the classrooms through Learning Walks, Instructional Rounds, and through the evaluation process. Learning Walks and Instructional Rounds are conducted each marking period. The evaluation process follows the district protocol.	Monitor			08/26/2013	06/07/2014	\$0 - No Funding Required	Administration, Instructional Staff, and Support Staff

Activity - Academic Rigor	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will build students' foundation of content by engaging them in the thinking process to deepen their overall content knowledge.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will embed the use of technology into daily lessons to support students learning objectives. Students will engage with technology as a means to demonstrate their learning.	Technology			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will use differentiated instruction activities based on the needs from an analysis of classroom data to engage students and meet their individual needs.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

Activity - PLC and PD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will participate in professional development which supports the understanding of student engagement techniques, follow up within departmental PLC to analyze data and develop lessons to incorporate student engagement strategies.	Professional Learning			08/26/2013	06/04/2016	\$2000 - Title I Schoolwide	Instructional staff and support staff

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Activity - Clear Expectations and Protocols	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be trained to adopt and communicate common classroom and building expectations and protocols. All staff will implement Positive Behavior Interventions and Support in the school to improve the academic learning behaviors of all students.	Academic Support Program			08/26/2013	06/04/2016	\$500 - Title I Schoolwide	All Staff

Measurable Objective 3:

25% of All Students will demonstrate a proficiency in the writing process in English Language Arts by 06/04/2016 as measured by MME.

Strategy1:

Student Engagement - All staff will incorporate a variety of activities which will promote and increase student engagement which will allow students to actively participate in their own learning.

Research Cited: Pickering, Debra J., and Marzano, Robert J. (2011). The Highly Engaged Classroom.

Marzano Research Laboratory.

"Engagement is a central aspect of effective teaching. If students are not engaged, there is little, if any chance that they will learn what is being addressed in class. Student engagement has long been recognized as the core of effective schooling."

Activity - PLC and PD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will participate in professional development which supports the understanding of student engagement techniques, follow up within departmental PLC to analyze data and develop lessons to incorporate student engagement strategies.	Professional Learning			08/26/2013	06/04/2016	\$2000 - Title I Schoolwide	Instructional staff and support staff

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will use differentiated instruction activities based on the needs from an analysis of classroom data to engage students and meet their individual needs.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

Activity - Clear Expectations and Protocols	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be trained to adopt and communicate common classroom and building expectations and protocols. All staff will implement Positive Behavior Interventions and Support in the school to improve the academic learning behaviors of all students.	Academic Support Program			08/26/2013	06/04/2016	\$500 - Title I Schoolwide	All Staff

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Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Administrators, Instructional Leadership Team, and Staff will monitor the level of student engagement in the classrooms through Learning Walks, Instructional Rounds, and through the evaluation process. Learning Walks and Instructional Rounds are conducted each marking period. The evaluation process follows the district protocol.	Monitor			08/26/2013	06/07/2014	\$0 - No Funding Required	Administration, Instructional Staff, and Support Staff

Activity - Academic Rigor	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will build students' foundation of content by engaging them in the thinking process to deepen their overall content knowledge.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will embed the use of technology into daily lessons to support students learning objectives. Students will engage with technology as a means to demonstrate their learning.	Technology			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

Strategy2:

Content Area Literacy - The school staff will implement and incorporate into their instruction a variety of activities such as: Close and Critical Reading, Disciplinary Literacy, Thinking Maps, and Rubrics to increase students' Content Area Literacy.

Research Cited: Institute for Learning - Principles of Learning. University of Pittsburgh

Activity - Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will use the Ottawa Hills Writing Rubric and Scoring Rubric, and exemplars to set clear expectations. Staff will use the rubric data to provide feedback to students to improve overall content area literacy. Staff will use DOK Rubric to guide lesson planning.	Other			08/26/2013	06/07/2014	\$0 - No Funding Required	Instructional Staff and Support Staff

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Activity - PLC and PD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will participate in professional development which supports understanding of student engagement techniques, especially working within departmental PLC to analyze data and develop lessons to incorporate student literacy strategies.	Professional Learning			08/26/2013	06/04/2016	\$2000 - Title I Schoolwide	Instructional Staff and Support Staff

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Administrators, Instructional Leadership Team, and Staff will monitor the level of content area literacy strategies in the classroom through Learning Walks, Instructional Rounds, and through the evaluation process. Learning Walks and Instructional Rounds are conducted each marking period. The evaluation process follows the district protocol. Changes will be put in place or additional training offered based on feedback.	Monitor			08/26/2013	06/04/2016	\$0 - No Funding Required	Administration, Instructional Staff, Support Staff

Activity - Close and Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will use CCR strategies to assist in the comprehension of complex text to increase understanding of content being presented.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will use Thinking Maps in their instruction to support literacy and metacognition. Use of Thinking Maps deepens student understanding of academic vocabulary, assists in writing across the curriculum, enhances note-taking strategies, and improves reading comprehension. Teachers will model the use of all eight Thinking Maps and students will be expected to use a variety of them when appropriate.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

Activity - Disciplinary Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will use the seven Principles of Learning in their instruction in order to increase Content Area Literacy.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

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Measurable Objective 4:

25% of All Students will demonstrate a proficiency in the area of History and Geography in Social Studies by 06/04/2016 as measured by 9th Grade Meap and MME.

Strategy1:

Content Area Literacy - The school staff will implement and incorporate into their instruction a variety of activities such as: Close and Critical Reading, Disciplinary Literacy, Thinking Maps, and Rubrics to increase students' Content Area Literacy.

Research Cited: Institute for Learning - Principles of Learning. University of Pittsburgh

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will use Thinking Maps in their instruction to support literacy and metacognition. Use of Thinking Maps deepens student understanding of academic vocabulary, assists in writing across the curriculum, enhances note-taking strategies, and improves reading comprehension. Teachers will model the use of all eight Thinking Maps and students will be expected to use a variety of them when appropriate.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Administrators, Instructional Leadership Team, and Staff will monitor the level of content area literacy strategies in the classroom through Learning Walks, Instructional Rounds, and through the evaluation process. Learning Walks and Instructional Rounds are conducted each marking period. The evaluation process follows the district protocol. Changes will be put in place or additional training offered based on feedback.	Monitor			08/26/2013	06/04/2016	\$0 - No Funding Required	Administration, Instructional Staff, Support Staff

Activity - PLC and PD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will participate in professional development which supports understanding of student engagement techniques, especially working within departmental PLC to analyze data and develop lessons to incorporate student literacy strategies.	Professional Learning			08/26/2013	06/04/2016	\$2000 - Title I Schoolwide	Instructional Staff and Support Staff

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Activity - Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will use the Ottawa Hills Writing Rubric and Scoring Rubric, and exemplars to set clear expectations. Staff will use the rubric data to provide feedback to students to improve overall content area literacy. Staff will use DOK Rubric to guide lesson planning.	Other			08/26/2013	06/07/2014	\$0 - No Funding Required	Instructional Staff and Support Staff

Activity - Disciplinary Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will use the seven Principles of Learning in their instruction in order to increase Content Area Literacy.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

Activity - Close and Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will use CCR strategies to assist in the comprehension of complex text to increase understanding of content being presented.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

Strategy2:

Student Engagement - All staff will incorporate a variety of activities which will promote and increase student engagement which will allow students to actively participate in their own learning.

Research Cited: Pickering, Debra J., and Marzano, Robert J. (2011). The Highly Engaged Classroom.

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"Engagement is a central aspect of effective teaching. If students are not engaged, there is little, if any chance that they will learn what is being addressed in class. Student engagement has long been recognized as the core of effective schooling."

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will embed the use of technology into daily lessons to support students learning objectives. Students will engage with technology as a means to demonstrate their learning.	Technology			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

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Activity - Clear Expectations and Protocols	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be trained to adopt and communicate common classroom and building expectations and protocols. All staff will implement Positive Behavior Interventions and Support in the school to improve the academic learning behaviors of all students.	Academic Support Program			08/26/2013	06/04/2016	\$500 - Title I Schoolwide	All Staff

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Administrators, Instructional Leadership Team, and Staff will monitor the level of student engagement in the classrooms through Learning Walks, Instructional Rounds, and through the evaluation process. Learning Walks and Instructional Rounds are conducted each marking period. The evaluation process follows the district protocol.	Monitor			08/26/2013	06/07/2014	\$0 - No Funding Required	Administration, Instructional Staff, and Support Staff

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will use differentiated instruction activities based on the needs from an analysis of classroom data to engage students and meet their individual needs.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

Activity - Academic Rigor	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will build students' foundation of content by engaging them in the thinking process to deepen their overall content knowledge.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

Activity - PLC and PD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will participate in professional development which supports the understanding of student engagement techniques, follow up within departmental PLC to analyze data and develop lessons to incorporate student engagement strategies.	Professional Learning			08/26/2013	06/04/2016	\$2000 - Title I Schoolwide	Instructional staff and support staff

Measurable Objective 5:

15% of All Students will demonstrate a proficiency in the area of Inquiry and Reflection in Science by 06/04/2016 as measured by ACT/MME.

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Strategy1:

Content Area Literacy - The school staff will implement and incorporate into their instruction a variety of activities such as: Close and Critical Reading, Disciplinary Literacy, Thinking Maps, and Rubrics to increase students' Content Area Literacy.

Research Cited: Institute for Learning - Principles of Learning. University of Pittsburgh

Activity - Disciplinary Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will use the seven Principles of Learning in their instruction in order to increase Content Area Literacy.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

Activity - Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will use the Ottawa Hills Writing Rubric and Scoring Rubric, and exemplars to set clear expectations. Staff will use the rubric data to provide feedback to students to improve overall content area literacy. Staff will use DOK Rubric to guide lesson planning.	Other			08/26/2013	06/07/2014	\$0 - No Funding Required	Instructional Staff and Support Staff

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will use Thinking Maps in their instruction to support literacy and metacognition. Use of Thinking Maps deepens student understanding of academic vocabulary, assists in writing across the curriculum, enhances note-taking strategies, and improves reading comprehension. Teachers will model the use of all eight Thinking Maps and students will be expected to use a variety of them when appropriate.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

Activity - Close and Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will use CCR strategies to assist in the comprehension of complex text to increase understanding of content being presented.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

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Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Administrators, Instructional Leadership Team, and Staff will monitor the level of content area literacy strategies in the classroom through Learning Walks, Instructional Rounds, and through the evaluation process. Learning Walks and Instructional Rounds are conducted each marking period. The evaluation process follows the district protocol. Changes will be put in place or additional training offered based on feedback.	Monitor			08/26/2013	06/04/2016	\$0 - No Funding Required	Administration, Instructional Staff, Support Staff

Activity - PLC and PD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will participate in professional development which supports understanding of student engagement techniques, especially working within departmental PLC to analyze data and develop lessons to incorporate student literacy strategies.	Professional Learning			08/26/2013	06/04/2016	\$2000 - Title I Schoolwide	Instructional Staff and Support Staff

Strategy2:

Student Engagement - All staff will incorporate a variety of activities which will promote and increase student engagement which will allow students to actively participate in their own learning.

Research Cited: Pickering, Debra J., and Marzano, Robert J. (2011). The Highly Engaged Classroom.

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Activity - Clear Expectations and Protocols	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be trained to adopt and communicate common classroom and building expectations and protocols. All staff will implement Positive Behavior Interventions and Support in the school to improve the academic learning behaviors of all students.	Academic Support Program			08/26/2013	06/04/2016	\$500 - Title I Schoolwide	All Staff

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Activity - PLC and PD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will participate in professional development which supports the understanding of student engagement techniques, follow up within departmental PLC to analyze data and develop lessons to incorporate student engagement strategies.	Professional Learning			08/26/2013	06/04/2016	\$2000 - Title I Schoolwide	Instructional staff and support staff

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will embed the use of technology into daily lessons to support students learning objectives. Students will engage with technology as a means to demonstrate their learning.	Technology			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

Activity - Academic Rigor	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will build students' foundation of content by engaging them in the thinking process to deepen their overall content knowledge.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will use differentiated instruction activities based on the needs from an analysis of classroom data to engage students and meet their individual needs.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Administrators, Instructional Leadership Team, and Staff will monitor the level of student engagement in the classrooms through Learning Walks, Instructional Rounds, and through the evaluation process. Learning Walks and Instructional Rounds are conducted each marking period. The evaluation process follows the district protocol.	Monitor			08/26/2013	06/07/2014	\$0 - No Funding Required	Administration, Instructional Staff, and Support Staff

Narrative:

Narrative:

4.1: We are using a continuous cycle of improvement as outlined in the GRPS Academic Plan to facilitate successful implementation of instructional reform strategies. At the beginning of the 2014-2015 school year, at least 50% of our staff will have received professional development on specific school initiatives and have participated in the continuous cycle of improvement. After August 1, upon completion of

the 2014-2015 staffing, professional development will be given to new staff building their capacity around existing strategies. During the 2014-2015 school year we will continue the differentiation of our current professional development plan that includes: - Close and Critical Reading (CCR) in all content areas, to promote and support school-wide literacy

- Making Thinking Visible
- Technology Integration (Nooks, Student Response Systems, TI Inspire, Boardworks, Interactive White Boards, TeachScape-360 Camera, Nextpert)
- Using Educational Planning and Assessment System (EPAS) data to identify gaps in student knowledge and address the deficient areas using targeted instructional strategies in core content areas.
- Understanding adolescent behavior and the needs of urban and/or lower socioeconomic learners.

4.2: Based on an analysis of our data the above professional development has been selected to support and promote student achievement. Close and Critical Reading will help students to get meaning from what they read, making thinking visible will promote student engagement and allow teachers to be aware if students are grasping the concept, and technology will assist in differentiating instruction, providing teacher reflection, and student access to books 24/7. Teachers that are able to better understand the behavior and needs of urban and/or lower socioeconomic learners will learn how to adjust and make relevant their teaching practices.

In order to provide the staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program we will continue to implement school wide PLC and professional development on a monthly basis. PLC meetings will take place for one hour on the first and third Monday of every month during staff meetings. PLC meetings will also be 90 minutes during the second and fifth Monday of the month.

Both PLC's and embedded professional development will be instructionally focused to support the needs of our students. Teachers will consistently use data to drive instructions. Data used will come from GAINS, MAP, weekly formative assessments, and district common assessments.

Additionally, teachers will receive professional development in close and critical reading, content area literacy, reflective learning for teachers on their instructional delivery using the TeachScape 360 Degree Camera, analyzing and using data, embedding technology into the curriculum, student engagement, and differentiation.

4.3: Teachers apply professional learning in a timely manner in their classrooms due to clear expectations set for implementation of strategies and data gathering by leadership. During the 2012-13 school year teachers were trained on the Close and Critical Reading bookmarks and related strategies in support of the District Academic Plan. The research by Robert Marzano, P. David Pearson and R.C. Anderson outlines schema theory, text engagement, comprehension in content areas and text-to-self-awareness supporting the use of Close and Critical reading strategies based on MME and EPAS data. Administration will monitor the implementation through instructional round feedback, classroom observations, participates in teacher half-day planning sessions, and looking at students work during PLC's.

During a PLC, staff will use data to monitor students' progress in the content area. Staff will use PLC time to plan activities and implement content level high strategies in their classrooms. Staff will be expected to bring back reflections and data on planned, implemented strategies to share with teachers. If necessary, adjustments will be made and the process repeated. The embedded professional development and PLC focus will be based off teachers' individual needs. Teachers' needs will be identified through data, walkthroughs, instructional rounds, learning walks, and surveys.

4.4: During the 2013-14 school year, the professional development opportunities have been carefully examined to differentiate for varying staff needs. After each professional development offering the staff completes a reflection sheet for the purpose of planning for the next

professional development. They also write a plan for how they will implement this for professional development for administration to monitor. This data, along with reflections from Instructional Rounds, Learning Walks, student data, and classroom observations, is examined to identify content and teacher needs. This process is connected with the District Academic Plan's Continuous Cycle of Improvement and will be continued and refined for 2013-14. Professional learning for teachers will be provided by ILT members, staff, and outside providers depending on the needs of the staff. New incoming staff will receive professional development around Close and Critical Reading, the EPAS system, technology, and Teachscape 360 degree camera for the purpose of building a consistent knowledge base. New staff will work with a mentor who has been in the building for a minimum of three years and can help support the implementation of instructional strategies.

These strategies will support the needs of our students. Teachers were given time to embed the strategies in their lesson plans and utilized PLC time to review and receive feedback. During PLC meetings, teachers reflect on classroom practice by revisiting skills and topics for feedback over time to improve instruction and increase student engagement and achievement. Additional bi-monthly planning time was provided for teachers and supported by content coaches. This has changed the instructional practice and planning by adults. The belief is that by increasing the expectations for lesson planning and formative assessment, rigor, relevance, and student achievement will also increase.

Professional Learning Communities (PLC) will continue to look at and analyze student work and data, lesson plan using the lesson plan template, weekly formative assessments using the weekly data form, student engagement and teaching practices. This is used as follow up for coaching and continued professional development.

Through instructional Rounds, Learning Walks, evaluations and administrative observation, we will continue to develop the process of implementation with monitoring of the following: using Close and Critical Reading Strategies, Making Student Thinking Visible, Integration of Technology, using EPAS Data, and consistent lesson planning

4.5 Teachers receive support through modeling, collaborative discussions, and analysis of student work during PLCs. In depth work on using strategies to impact student learning.

In addition, teacher perception data from the spring of 2012-2013 indicated that professional development was more consistent and focused than in previous years, however, teachers wanted additional modeling, specific implementation techniques, and time to practice with support. Efforts have been made to meet staff needs. The teacher perception data from the spring of 2014 will be used to determine the consistency and focus of our professional development efforts for the 2014-15 school year.

4.6: Teachers will engage in "job embedded" professional learning through PLC's where they will analyze student's work to adjust instructional practices, and/or reteach. The internal governance structure and process at Ottawa Hills High School will be held every other month and will include the building administrative team, District School Reform Facilitator, Secondary Executive Director, Title I staff, and Kent Intermediate School District Representative.

Teachers and administration will review weekly failure rates and discuss how to adjust instruction. This data will be used during the bimonthly lesson planning. Increased learning time will provide students with additional literacy practice. The instructional rounds will provide collegial support. PLCs will offer support while looking at student work, achievement, how to adjustment instruction. Teachers will use literacy strategies to assist low-performing students. The Teachscape 360 degree camera will allow teachers to look at their teaching practices and make adjustments in order to raise student achievement.

4.7: The process for assessing the impact of instructional practices will include the monitoring of classroom teaching practices, student engagement, and assessments by administration. Teachers will receive timely feedback after observations, instructional rounds and learning

walks. After observations, instructional rounds and learning walks the teachers participate in an instructional conversation on what was observed, the support needed and a study of student work, as well as, the impact of the new learning on student achievement.

As part of lesson planning, weekly assessment results are shared as to the percent of students that are proficient and those that have mastered. In addition, for students not obtaining proficiency or mastery, what is their achievement after the reteaching.

Once a month, at PLC meetings, teachers will use a rubric to analyze student work and the impact of professional learning and instructional delivery on student achievement. Teachers complete a SIP reflection sheet on the strategy used and its impact on student learning. The Weekly Formative Assessment Data and SIP Strategy will be monitored weekly.

4.8: The professional learning provided to staff will be focused on the instructional program that is woven throughout the priority plan and is also a part of the School Improvement Plan. As mentioned above, continuous monitoring will take place to check the impact of professional learning on student achievement.

Requirement #5: The district has adopted a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.

Indicator 5A: In your response, detail how the NEW governance structure will assist in decision making, sharing of information between the district and building, and removal of barriers to reform plan implementation. that will assist with the building turnaround process. Describe a process for monitoring implementation progress to inform plan refinement and how regular reporting will occur to all key stakeholders

Indicator 5B: Describe how Operational Flexibility will be provided to the building in the following areas: staffing, use of time, professional learning, and budget. Also complete and attach the Assurance of Operational Flexibility for Priority Schools, signed by the Superintendent, School Board President and Union Representative, which certifies that the school has the autonomy required to implement the reform/redesign plan as written (Must complete the Assurance of Operational Flexibility and attach required evidence as stated in the Assurance Form). Include a statement that describes how the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations).

5A.

As a Cohort 1 School Improvement Grant (SIG) School, Ottawa Hills implemented a new Governance Structure. This structure has been changed significantly to bring a new External Governance structure to Ottawa, designed by the District to provide additional community oversight beginning with the 2013-2014 school year. This new and different governance structure is unique to Ottawa based on the designation as a Priority School. This External Governance Board meets monthly and involves many internal and external stakeholders. This External Governance Board includes the following community members:

Richard Carlson, retired Superintendent, Wyoming Public Schools

Kevin Belk, Chief of Police for Grand Rapids Police Department

Maureen Slade, Grand Rapids Public Schools Board Member

Chaná Edmond-Verley, Senior Program Officer for Community Initiatives, T RDV Corporation

Mr. Pat Sandro, retired, Grand Rapids Community College

Pastor Jamal Glenn, Revolution Church

Current or retired District staff members of this new governance structure include:

Teresa Weatherall-Neal, Superintendent of Grand Rapids Public School

Mel Atkins, Sr., retired executive from Grand Rapids Public Schools

Carolyn Evans, Chief Academic Officer

Ron Gorman, Executive Director of High School and Alternative Education

Larry Johnson, Assistant Superintendent and Executive Director Public Safety/School Security

Teresita Long, Executive Director of Special Education

Sharron M. Pitts, Assistant Superintendent of Human Resources and General Counsel

The External Governance Board structure is different from all of the other non-Priority schools in Grand Rapids Public Schools. In addition, the configuration of this governance structure is customized to meet the needs of the Ottawa Hills' students, families, and community. The External Governance Board members will focus their support and guidance in the following four sub-committee areas:

1. Academic Achievement
2. Data and Assessment
3. School Climate and Culture
4. Human Resources

In addition to support and guidance, this new governance structure will assist the Ottawa Hills High School team in identifying and eliminating barriers to reform plan implementation, especially in the four focus areas. The External Governance Board members will provide their voice and their unique community resources to guide and accelerate the reform efforts at Ottawa Hills. The External Governance Board Team will be involved as partners on the interview committee and in the interview process for the selection of new highly-qualified teachers to fulfill staff being replaced per the requirements of the Turnaround Model. These key members aid in decision-making while bringing new expertise and resources to Ottawa's reform efforts. Decisions by this Governance Board will be made through discussion and consensus.

Monthly updates by Mr. Lewis and his team to these external stakeholders provide the information needed to balance the support and accountability to this new governance structure. The specific topics covered at each External Governance Board meeting will include:

1. Ongoing monitoring of disaggregated EPAS data (EXPLORE, PLAN and ACT) focused on English, Math, Reading and Science by College Readiness score/skill bands during September through the end of February. Skills gaps and intense efforts to lessen or eliminate the gaps will be discussed as well as a review of the data that shows the outcomes of these efforts.
2. 9th grade MEAP data will be presented when officially available. ACT/MME official results will be presented when officially available.
3. NWEA MAP data will be available for Spring to Spring data comparison in May for 9th-11th grade students.
4. Progress towards on-time graduation for all students will be a monthly focus, in particular for students in their 4th year of high school.
5. First time 9th grade students and their attendance, suspension, and course passing rates will be a monthly topic of data conversations with the goal of providing supports to successful completion of their first year in high school.
6. The climate and culture indicators will be reported, including attendance and suspension data.

At the conclusion of each External Governance Board Meeting, the members will share their "next steps" requests in terms of data, resources to be provided, and identified systemic changes needed to move forward with the school reform plan. All data-focused conversations will result in "next steps" for the administration, Ottawa staff and the External Governance Board members.

The Ottawa Hills External Governance Board will continue to meet monthly during the 2013-2014 and during the 2014-2015 school year. Reports of progress and meeting minutes will be communicated monthly to all key stakeholders. These key stakeholders include a representative from the following groups or positions: Curriculum Specialists, Special Education Supervisors, ELL Supervisors, Director of

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High School and Alternative Education, District Intervention Specialist, District School Reform Facilitator, and School Improvement Facilitator from the Kent Intermediate School District. Parents and community members will receive regular communications from Ottawa Hills detailing school improvement and reform efforts.

The school also reports to the Grand Rapids Board of Education Achievement Committee, four times during the year, to discuss where the school is with their planning and implementation of their priority school plan, the results of student achievement, and what the next steps are for increasing student achievement and other supports needed. Feedback is given to administration and staff to implement by the next committee meeting. The data reported to the External Governance Board is included in these reports to the Board of Education Academic Achievement Committee.

In addition to this External Governance Structure and the quarterly reports to the Board of Education, Ottawa Hills Leadership will maintain a quarterly Data Dialogue process as part of the Instructional Learning Cycle to support plan implementation, monitoring, and refinement to focus intense efforts to improve student achievement. Content area teachers will report at the Data Dialogue meeting detailing a lesson or unit standard, strategies used, student mastery and proficiency results, and steps for reteaching and reassessing. The staff will address and answer questions in regards to data from pre/post assessments, common assessments, and standardized test scores, and the differentiated instructional support they are providing to students. The Data Dialogue will all be focused around the strategies and activities written in the Reform and Redesign Plan. These strategies and activities include an intense focus on school-wide literacy: a) close and critical reading across the curriculum, b) fluency in reading, writing, c) making thinking visible through summary writing and peer-to-peer feedback.

The building leadership along with the other stakeholders at the table, including curriculum specialists, Special Education supervisors, ELL supervisors, Director of Secondary Education, District Intervention Specialist, District School Reform Facilitator, and School Improvement Facilitator from the Kent Intermediate School District will discuss, during the Data Dialogue debrief, supports needed for the building and for individual teachers. The building leadership team will develop at the end of each meeting, a "next steps" plan to address the areas of strengths, needs or changes as identified in the Data Dialogue meeting which will be followed by learning walks targeting improvement plan strategies. A "next steps" plan will be generated and sent back to the building staff for response. Next steps will be monitored for improvement through the learning walks, class observations, and instructional rounds to boost and improve student achievement. Specific areas of need will be identified with the "next steps" to include professional development, administrative interventions, community-based support and additional data support.

5B.

The leadership team (administration and Instructional Leadership Team) of Ottawa Hills High School will collaboratively identify the needs of students. Staff, parents and community will have input into determining the use of the school's Title I budget to meet these needs. Budget meetings are currently being planned for schools to identify the use of 2014-2015 Title 1 funds.

Requirement #6: The district uses data to identify and implement an instructional program(s) that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards.

Indicator 6A: In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources, (b) disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance.

Indicator 6B: In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies (Tier I Instruction) for school-wide implementation, (c) align with career & college ready standards, (d) be based on research, relevant data, and outcomes of data dialogue (if applicable), (e) provide an

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overview of the implementation timeline, resources, and staff responsible for implementation over three years, and (f) describe a plan to track adult implementation of instructional program identifies timelines, resources, and staff responsible for implementation of the instructional program.

Goal 1:

All students at Ottawa Hills High School will be proficient in Reading, Writing, Mathematics, Science and Social Studies

Measurable Objective 1:

25% of All Students will demonstrate a proficiency in the writing process in English Language Arts by 06/04/2016 as measured by MME.

Strategy1:

Content Area Literacy - The school staff will implement and incorporate into their instruction a variety of activities such as: Close and Critical Reading, Disciplinary Literacy, Thinking Maps, and Rubrics to increase students' Content Area Literacy.

Research Cited: Institute for Learning - Principles of Learning. University of Pittsburgh

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will use Thinking Maps in their instruction to support literacy and metacognition. Use of Thinking Maps deepens student understanding of academic vocabulary, assists in writing across the curriculum, enhances note-taking strategies, and improves reading comprehension. Teachers will model the use of all eight Thinking Maps and students will be expected to use a variety of them when appropriate.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

Activity - Disciplinary Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will use the seven Principles of Learning in their instruction in order to increase Content Area Literacy.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

Activity - Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will use the Ottawa Hills Writing Rubric and Scoring Rubric, and exemplars to set clear expectations. Staff will use the rubric data to provide feedback to students to improve overall content area literacy. Staff will use DOK Rubric to guide lesson planning.	Other			08/26/2013	06/07/2014	\$0 - No Funding Required	Instructional Staff and Support Staff

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Activity - Close and Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will use CCR strategies to assist in the comprehension of complex text to increase understanding of content being presented.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

Activity - PLC and PD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will participate in professional development which supports understanding of student engagement techniques, especially working within departmental PLC to analyze data and develop lessons to incorporate student literacy strategies.	Professional Learning			08/26/2013	06/04/2016	\$2000 - Title I Schoolwide	Instructional Staff and Support Staff

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Administrators, Instructional Leadership Team, and Staff will monitor the level of content area literacy strategies in the classroom through Learning Walks, Instructional Rounds, and through the evaluation process. Learning Walks and Instructional Rounds are conducted each marking period. The evaluation process follows the district protocol. Changes will be put in place or additional training offered based on feedback.	Monitor			08/26/2013	06/04/2016	\$0 - No Funding Required	Administration, Instructional Staff, Support Staff

Strategy2:

Student Engagement - All staff will incorporate a variety of activities which will promote and increase student engagement which will allow students to actively participate in their own learning.

Research Cited: Pickering, Debra J., and Marzano, Robert J. (2011). The Highly Engaged Classroom.

Marzano Research Laboratory.

"Engagement is a central aspect of effective teaching. If students are not engaged, there is little, if any chance that they will learn what is being addressed in class. Student engagement has long been recognized as the core of effective schooling."

Activity - Academic Rigor	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will build students' foundation of content by engaging them in the thinking process to deepen their overall content knowledge.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

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Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Administrators, Instructional Leadership Team, and Staff will monitor the level of student engagement in the classrooms through Learning Walks, Instructional Rounds, and through the evaluation process. Learning Walks and Instructional Rounds are conducted each marking period. The evaluation process follows the district protocol.	Monitor			08/26/2013	06/07/2014	\$0 - No Funding Required	Administration, Instructional Staff, and Support Staff

Activity - Clear Expectations and Protocols	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be trained to adopt and communicate common classroom and building expectations and protocols. All staff will implement Positive Behavior Interventions and Support in the school to improve the academic learning behaviors of all students.	Academic Support Program			08/26/2013	06/04/2016	\$500 - Title I Schoolwide	All Staff

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will embed the use of technology into daily lessons to support students learning objectives. Students will engage with technology as a means to demonstrate their learning.	Technology			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

Activity - PLC and PD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will participate in professional development which supports the understanding of student engagement techniques, follow up within departmental PLC to analyze data and develop lessons to incorporate student engagement strategies.	Professional Learning			08/26/2013	06/04/2016	\$2000 - Title I Schoolwide	Instructional staff and support staff

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will use differentiated instruction activities based on the needs from an analysis of classroom data to engage students and meet their individual needs.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

Measurable Objective 2:

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32% of All Students will demonstrate a proficiency in Reading in English Language Arts by 06/04/2016 as measured by MAP and ACT/MME.

Strategy1:

Student Engagement - All staff will incorporate a variety of activities which will promote and increase student engagement which will allow students to actively participate in their own learning.

Research Cited: Pickering, Debra J., and Marzano, Robert J. (2011). The Highly Engaged Classroom.

Marzano Research Laboratory.

"Engagement is a central aspect of effective teaching. If students are not engaged, there is little, if any chance that they will learn what is being addressed in class. Student engagement has long been recognized as the core of effective schooling."

Activity - Academic Rigor	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will build students' foundation of content by engaging them in the thinking process to deepen their overall content knowledge.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Administrators, Instructional Leadership Team, and Staff will monitor the level of student engagement in the classrooms through Learning Walks, Instructional Rounds, and through the evaluation process. Learning Walks and Instructional Rounds are conducted each marking period. The evaluation process follows the district protocol.	Monitor			08/26/2013	06/07/2014	\$0 - No Funding Required	Administration, Instructional Staff, and Support Staff

Activity - Clear Expectations and Protocols	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be trained to adopt and communicate common classroom and building expectations and protocols. All staff will implement Positive Behavior Interventions and Support in the school to improve the academic learning behaviors of all students.	Academic Support Program			08/26/2013	06/04/2016	\$500 - Title I Schoolwide	All Staff

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Activity - PLC and PD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will participate in professional development which supports the understanding of student engagement techniques, follow up within departmental PLC to analyze data and develop lessons to incorporate student engagement strategies.	Professional Learning			08/26/2013	06/04/2016	\$2000 - Title I Schoolwide	Instructional staff and support staff

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will embed the use of technology into daily lessons to support students learning objectives. Students will engage with technology as a means to demonstrate their learning.	Technology			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will use differentiated instruction activities based on the needs from an analysis of classroom data to engage students and meet their individual needs.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

Strategy2:

Content Area Literacy - The school staff will implement and incorporate into their instruction a variety of activities such as: Close and Critical Reading, Disciplinary Literacy, Thinking Maps, and Rubrics to increase students' Content Area Literacy.

Research Cited: Institute for Learning - Principles of Learning. University of Pittsburgh

Activity - Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will use the Ottawa Hills Writing Rubric and Scoring Rubric, and exemplars to set clear expectations. Staff will use the rubric data to provide feedback to students to improve overall content area literacy. Staff will use DOK Rubric to guide lesson planning.	Other			08/26/2013	06/07/2014	\$0 - No Funding Required	Instructional Staff and Support Staff

Activity - Close and Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will use CCR strategies to assist in the comprehension of complex text to increase understanding of content being presented.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

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Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will use Thinking Maps in their instruction to support literacy and metacognition. Use of Thinking Maps deepens student understanding of academic vocabulary, assists in writing across the curriculum, enhances note-taking strategies, and improves reading comprehension. Teachers will model the use of all eight Thinking Maps and students will be expected to use a variety of them when appropriate.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Administrators, Instructional Leadership Team, and Staff will monitor the level of content area literacy strategies in the classroom through Learning Walks, Instructional Rounds, and through the evaluation process. Learning Walks and Instructional Rounds are conducted each marking period. The evaluation process follows the district protocol. Changes will be put in place or additional training offered based on feedback.	Monitor			08/26/2013	06/04/2016	\$0 - No Funding Required	Administration, Instructional Staff, Support Staff

Activity - Disciplinary Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will use the seven Principles of Learning in their instruction in order to increase Content Area Literacy.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

Activity - PLC and PD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will participate in professional development which supports understanding of student engagement techniques, especially working within departmental PLC to analyze data and develop lessons to incorporate student literacy strategies.	Professional Learning			08/26/2013	06/04/2016	\$2000 - Title I Schoolwide	Instructional Staff and Support Staff

Measurable Objective 3:

A 20% increase of All Students will demonstrate a proficiency in Numbers and Operations and Algebraic Functions in Mathematics by 06/04/2016 as measured by MAP and ACT/MME.

Strategy1:

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Content Area Literacy - The school staff will implement and incorporate into their instruction a variety of activities such as: Close and Critical Reading, Disciplinary Literacy, Thinking Maps, and Rubrics to increase students' Content Area Literacy.

Research Cited: Institute for Learning - Principles of Learning. University of Pittsburgh

Activity - Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will use the Ottawa Hills Writing Rubric and Scoring Rubric, and exemplars to set clear expectations. Staff will use the rubric data to provide feedback to students to improve overall content area literacy. Staff will use DOK Rubric to guide lesson planning.	Other			08/26/2013	06/07/2014	\$0 - No Funding Required	Instructional Staff and Support Staff

Activity - Close and Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will use CCR strategies to assist in the comprehension of complex text to increase understanding of content being presented.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will use Thinking Maps in their instruction to support literacy and metacognition. Use of Thinking Maps deepens student understanding of academic vocabulary, assists in writing across the curriculum, enhances note-taking strategies, and improves reading comprehension. Teachers will model the use of all eight Thinking Maps and students will be expected to use a variety of them when appropriate.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Administrators, Instructional Leadership Team, and Staff will monitor the level of content area literacy strategies in the classroom through Learning Walks, Instructional Rounds, and through the evaluation process. Learning Walks and Instructional Rounds are conducted each marking period. The evaluation process follows the district protocol. Changes will be put in place or additional training offered based on feedback.	Monitor			08/26/2013	06/04/2016	\$0 - No Funding Required	Administration, Instructional Staff, Support Staff

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Activity - PLC and PD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will participate in professional development which supports understanding of student engagement techniques, especially working within departmental PLC to analyze data and develop lessons to incorporate student literacy strategies.	Professional Learning			08/26/2013	06/04/2016	\$2000 - Title I Schoolwide	Instructional Staff and Support Staff

Activity - Disciplinary Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will use the seven Principles of Learning in their instruction in order to increase Content Area Literacy.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

Strategy2:

Student Engagement - All staff will incorporate a variety of activities which will promote and increase student engagement which will allow students to actively participate in their own learning.

Research Cited: Pickering, Debra J., and Marzano, Robert J. (2011). The Highly Engaged Classroom.

Marzano Research Laboratory.

"Engagement is a central aspect of effective teaching. If students are not engaged, there is little, if any chance that they will learn what is being addressed in class. Student engagement has long been recognized as the core of effective schooling."

Activity - Clear Expectations and Protocols	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be trained to adopt and communicate common classroom and building expectations and protocols. All staff will implement Positive Behavior Interventions and Support in the school to improve the academic learning behaviors of all students.	Academic Support Program			08/26/2013	06/04/2016	\$500 - Title I Schoolwide	All Staff

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will embed the use of technology into daily lessons to support students learning objectives. Students will engage with technology as a means to demonstrate their learning.	Technology			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

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Activity - PLC and PD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will participate in professional development which supports the understanding of student engagement techniques, follow up within departmental PLC to analyze data and develop lessons to incorporate student engagement strategies.	Professional Learning			08/26/2013	06/04/2016	\$2000 - Title I Schoolwide	Instructional staff and support staff

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Administrators, Instructional Leadership Team, and Staff will monitor the level of student engagement in the classrooms through Learning Walks, Instructional Rounds, and through the evaluation process. Learning Walks and Instructional Rounds are conducted each marking period. The evaluation process follows the district protocol.	Monitor			08/26/2013	06/07/2014	\$0 - No Funding Required	Administration, Instructional Staff, and Support Staff

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will use differentiated instruction activities based on the needs from an analysis of classroom data to engage students and meet their individual needs.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

Activity - Academic Rigor	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will build students' foundation of content by engaging them in the thinking process to deepen their overall content knowledge.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

Measurable Objective 4:

15% of All Students will demonstrate a proficiency in the area of Inquiry and Reflection in Science by 06/04/2016 as measured by ACT/MME.

Strategy1:

Content Area Literacy - The school staff will implement and incorporate into their instruction a variety of activities such as: Close and Critical Reading, Disciplinary Literacy, Thinking Maps, and Rubrics to increase students' Content Area Literacy.

Research Cited: Institute for Learning - Principles of Learning. University of Pittsburgh

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Activity - PLC and PD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will participate in professional development which supports understanding of student engagement techniques, especially working within departmental PLC to analyze data and develop lessons to incorporate student literacy strategies.	Professional Learning			08/26/2013	06/04/2016	\$2000 - Title I Schoolwide	Instructional Staff and Support Staff

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will use Thinking Maps in their instruction to support literacy and metacognition. Use of Thinking Maps deepens student understanding of academic vocabulary, assists in writing across the curriculum, enhances note-taking strategies, and improves reading comprehension. Teachers will model the use of all eight Thinking Maps and students will be expected to use a variety of them when appropriate.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

Activity - Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will use the Ottawa Hills Writing Rubric and Scoring Rubric, and exemplars to set clear expectations. Staff will use the rubric data to provide feedback to students to improve overall content area literacy. Staff will use DOK Rubric to guide lesson planning.	Other			08/26/2013	06/07/2014	\$0 - No Funding Required	Instructional Staff and Support Staff

Activity - Disciplinary Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will use the seven Principles of Learning in their instruction in order to increase Content Area Literacy.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

Activity - Close and Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will use CCR strategies to assist in the comprehension of complex text to increase understanding of content being presented.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

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Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Administrators, Instructional Leadership Team, and Staff will monitor the level of content area literacy strategies in the classroom through Learning Walks, Instructional Rounds, and through the evaluation process. Learning Walks and Instructional Rounds are conducted each marking period. The evaluation process follows the district protocol. Changes will be put in place or additional training offered based on feedback.	Monitor			08/26/2013	06/04/2016	\$0 - No Funding Required	Administration, Instructional Staff, Support Staff

Strategy2:

Student Engagement - All staff will incorporate a variety of activities which will promote and increase student engagement which will allow students to actively participate in their own learning.

Research Cited: Pickering, Debra J., and Marzano, Robert J. (2011). The Highly Engaged Classroom.

Marzano Research Laboratory.

"Engagement is a central aspect of effective teaching. If students are not engaged, there is little, if any chance that they will learn what is being addressed in class. Student engagement has long been recognized as the core of effective schooling."

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will use differentiated instruction activities based on the needs from an analysis of classroom data to engage students and meet their individual needs.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

Activity - PLC and PD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will participate in professional development which supports the understanding of student engagement techniques, follow up within departmental PLC to analyze data and develop lessons to incorporate student engagement strategies.	Professional Learning			08/26/2013	06/04/2016	\$2000 - Title I Schoolwide	Instructional staff and support staff

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All staff will build students' foundation of content by engaging them in the thinking process to deepen their overall content knowledge.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

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Activity - Clear Expectations and Protocols	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will embed the use of technology into daily lessons to support students learning objectives. Students will engage with technology as a means to demonstrate their learning.	Technology			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

Measurable Objective 5:

25% of All Students will demonstrate a proficiency in the area of History and Geography in Social Studies by 06/04/2016 as measured by 9th Grade Meap and MME.

Strategy1:

Student Engagement - All staff will incorporate a variety of activities which will promote and increase student engagement which will allow students to actively participate in their own learning.

Research Cited: Pickering, Debra J., and Marzano, Robert J. (2011). The Highly Engaged Classroom.

Marzano Research Laboratory.

"Engagement is a central aspect of effective teaching. If students are not engaged, there is little, if any chance that they will learn what is being addressed in class. Student engagement has long been recognized as the core of effective schooling."

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Activity - Clear Expectations and Protocols	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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All staff will participate in professional development which supports the understanding of student engagement techniques, follow up within departmental PLC to analyze data and develop lessons to incorporate student engagement strategies.	Professional Learning			08/26/2013	06/04/2016	\$2000 - Title I Schoolwide	Instructional staff and support staff

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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All staff will use differentiated instruction activities based on the needs from an analysis of classroom data to engage students and meet their individual needs.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

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Strategy2:

Content Area Literacy - The school staff will implement and incorporate into their instruction a variety of activities such as: Close and Critical Reading, Disciplinary Literacy, Thinking Maps, and Rubrics to increase students' Content Area Literacy.

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Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
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Staff will use Thinking Maps in their instruction to support literacy and metacognition. Use of Thinking Maps deepens student understanding of academic vocabulary, assists in writing across the curriculum, enhances note-taking strategies, and improves reading comprehension. Teachers will model the use of all eight Thinking Maps and students will be expected to use a variety of them when appropriate.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

Activity - Disciplinary Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will use the seven Principles of Learning in their instruction in order to increase Content Area Literacy.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

Activity - Close and Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will use CCR strategies to assist in the comprehension of complex text to increase understanding of content being presented.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

Narrative:

Narrative:

6A1: Ottawa Hills High School is considered a priority school because of our top-to-bottom ranking in the 1%. The 1% was determined using the measures of Academic Performance on MME/ACT, MEAP, and graduation rate 78% for all students for a 5 year average.

6A2: Ottawa Hills uses multiple types of data sources to understand the priority school designation, such as, ACT/MME, EPAS (EXPLORE, PLAN and ACT tests), MAP, and MEAP test scores to understand the priority school designation. Formative assessment data is used to determine re-teaching. Pre-assessments determine the student's prior knowledge. Pre/Post assessment data are attached to each weekly lesson plan. The Lesson Plan Template includes: vocabulary, prior knowledge, standard, SIP strategy, learning target/essential question, misconceptions, teacher moves/talk formats, higher order questions, tasks (performance), assessments. The analysis of these data types drives our decisions on selecting instructional programs.

6A3: The disaggregated data by subject, grade level and subgroups links to the instructional program by allowing teachers and staff to help identify students who may need additional supports in areas of weakness and to help grow those areas of strengths that are shown by the students. The following data identifies the underlying causes of low student performance:

First, the 2013 9th grade students entered Ottawa Hills High School with scores below the national target on the ACT EXPLORE. The following EXPLORE data shows the scores for each targeted area and the composite:

ENG: 11 pts out of 14 pts (3pts below target)

MATH: 11 pts out of 18 pts (7pts below target)

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READ: 11 pts out of 17 pts (6pts below target)

SCI: 13 pts out of 19 pts (6pts below target)

COMP: 12 pts out of 17 pts (5pts below target)

This demonstrates students are entering the high school with low proficiency levels across all content areas; therefore, this drastically impacts teachers' ability to effectively assist students in meeting the CCSS.

Student attendance is a key factor in student performance, and the data below shows a OHHS has a significant problem with attendance, which drastically impacts teachers' ability to effectively assist students in meeting the CCSS. The OHHS average absentee rate was 21% for the 2012-2013 year.

6a.4 Deficiencies in reading levels continue to affect student performance across all subject areas present challenges for teachers in closing the achievement gap. According to the MAP 2012-2013 Spring Results, 9th grade was at a 4th grade reading level, 10th and 11th grades were at a 5th grade reading level. The lack of reading performance also hinders test taking abilities.

- According to 2013 MME data, 81% of OHHS 11th grade students are reading below proficiency level.
- According to 2013 MME data, 88% of OHHS 11th grade students are writing below proficiency level.
- According to 2013 MME data, 97% of OHHS 11th grade students performed below proficiency level in mathematics.
- According to 2013 MME data, 99% of OHHS 11th grade students performed below proficiency level in science.
- According to 2013 MME data, 90% of OHHS 11th grade students performed below proficiency level in social studies.

9th grade students from 2012-2013 PLAN scores:

ENG= 11.8

MATH= 12.6

READ= 12.4

SCI= 14.6

COMP= 13

10th grade students from 2012-2013 PLAN scores:

ENG= 13

MATH= 13.4

READ= 13.4

SCI= 15.2

COMP= 13.9

10th grade students from 2012-2013 ACT scores:

ENG= 12.3

MATH= 15

READ= 13

SCI= 14.1

COMP= 13.7

11th grade students ACT scores:

ENG= 14.6

MATH= 15.5

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READ= 15.2

SCI= 17

COMP= 15.7

MME % Proficient ALL STUDENTS

Math= 3%

Reading= 19%

Science= 1%

SST= 10%

Write= 12%

MME % Proficient SWD (There were less than 10 students)

Math= 0%

Reading= 0%

Science= 0%

SST=0%

Write= 0%

MAP RIT

MATH RIT scores:

9th grade: 210.5 (End-of-Year Mean=236.0)

10th grade: 217.7 (End-of-Year Mean=236.6)

11th grade: 218.8 (End-of-Year Mean=236.5)

READING RIT scores:

9th grade: 206.4 (End-of-Year Mean=222.9)

10th grade: 210.3 (End-of-Year Mean=223.8)

11th grade: 210.0 (End-of-Year Mean=233.7)

MEAP (Social Studies 9th grade) % Proficient:

ALL= 2%

SWD= 0%

Based on the analysis of the above data, the instructional practices of the Close and Critical Reading shows there is inconsistent use of vocabulary building strategies by teachers to increase the content knowledge.

6A.5: In order to address the lack of reading performance, OHHS has trained all teachers in Close and Critical Reading. New teachers will be trained for the 2013-2014 school year. The instructional practices will be monitored for the impact on student achievement. Extended learning time is provided each day with a focus on reading for fifteen minutes during third period. Third hour was selected because it just prior to the beginning of the lunch periods because it provided a natural flow to daily instruction. The extended learning time allows students to practice fluency, comprehension, and vocabulary.

Individual and group support will be provided based on teacher needs and where they need help. To determine what support is needed, Instructional Rounds, Learning Walks, and SIP Feedback will be used that will have clearly defined next steps and timelines.

A6.6: All content areas will focus for the first year on content area literacy. We will incorporate close and critical reading to connect thinking, which the staff is already trained in, but will continue to monitor, revisit and extend when needed. Data will be provided to staff at the beginning of the year and they will receive training on how to analyze the data and use it to change instruction and performance. Data will also be examined in PLCs and half-day planning to adjust instruction to increase/improve content area literacy.

Teachers will regularly visit common assessments, pre/post assessments and chart the data to see where the challenges and growth are. Plans are made to reteach where students are not successful, or provide extension activities for those mastering the core standards, or offer teacher training for teachers needing support.

Students will make goals based on MAP/EXPLORE/PLAN performances as to where they plan to be at the interim

6B.1: The Instructional Program will reflect content area literacy across all content areas.

One "Big Idea" Ottawa Hills High School will use as an instructional program is implementing a bi-weekly 1/2 day planning time for all core content teachers to ensure and increase in content area literacy. This will be to ensure teachers provide engaging activities, SIP strategies (close and critical reading, John Collins writing, etc.) are imbedded into lesson plans, CCSS are met within lesson plans, teachers are collaborating with department colleagues to align from one grade level to the next, classroom data is reviewed to improve teaching strategies, SRS, and other technology is implemented within lesson, expectations are made clear, and the lesson plan template is correctly and accurately completed.

A second "Big Idea" Ottawa Hills High School will implement programs in the area of literacy. Teachers will increase student reading and writing time, and the school will implement Extended Learning Time with the focus on Silent Sustained Reading, for 10 minutes, summarizing the reading for 2 minutes, and orally presenting the summaries the last 3 minutes.

A third "Big Idea" Ottawa Hills High School will use as an instructional program is using the TeachScape Camera. Teachers will use the TeachScape Camera at least once per month as a tool to reflect on their teaching practices, ensuring best practice and alignment of state standards. These will be reviewed in PLC meetings with other teachers with the goal of gaining constructive criticisms from other department staff.

6B.2: Teachers will use close and critical reading skills and learning strategies with the intended goal of changing teaching and learning practices in order to promote student growth. This will ensure that teachers are focusing more on literacy, reflecting on teaching practices, using best practices in the classroom, and aligning teaching to the Common Core. Students will get additional practice using reading strategies and written expression, which will improve student performance.

To support teachers the professional development in August and September, provided by the ILT, focused on close and critical reading, thinking maps, reflective learning (TechScape), and analyzing data. To determine what future and continued support and training are needed, focused learning walks in October, instructional rounds in October/November, and PLCs each month are conducted. During PLCs, student work is analyzed and teachers look at what impact the strategies have on student learning.

6B.4: Research backs the instructional program, the strategies, and professional development that we provide.

**Pickering, Debra J., and Marzano, Robert J. (2011). The Highly Engaged Classroom.

Robert Marzano's extensive work focuses mainly on instruction, including 41 Key Strategies Identified by Research for Effective Teaching and What Works in Schools - Translating Research into Action. As he states in The Art and Science of Teaching, "No amount of further research will provide an airtight model of instruction.... The best research can do is tell us which strategies have a good chance (i.e., high

probability) of working well with students."

The main ideas of the book are:

- 1) Student engagement happens as a result of a teacher's careful planning and execution of research-based strategies.
- 2) This book provides the research behind improving student engagement and translates that research into practical strategies for the classroom.

Marzano and Pickering define student engagement as a combination of both short-term attention and longer-term engagement. They explain that engagement results when students answer in the affirmative to the following questions: "How do I feel?", "Am I interested?", "Is this important?", "Can I do this?"

****DeBeer, *Kylene, (2002) When Kids Can't Read - What Can Teachers Do**

The book talks about

- 1) How to explicitly teach comprehension, vocabulary, how to make an inference, and many other reading It includes a summary that contains over 25 strategies (and the book has more) teachers can use immediately in their classrooms.
- 2) How to address the motivational aspects of reading. Students who struggle with reading by the secondary level usually just want to give up. Beers shows how to get them interested in reading, help them find the right book, and help them develop the confidence to participate in literacy activities

DeBeer states that, "It's not enough to say, "These kids can't read." Not being able to read can mean a variety of things and we need to be more specific in order to help each student.

This book is meant to be a handbook to help you diagnose

****International Center for Leadership in Education - Model Schools Resources**

The Model School Conference provides schools with:

- 1) 25+ Model Schools sharing innovative practices for Common Core success
- 2) Effective and efficient approaches to meeting increased expectations in times of declining resources
- 3) Explicit modeling of instructional practices for student achievement
- 4) Common Core "deep dive" sessions, focusing on literacy, mathematics, technology, and career readiness.

Model Schools Conference empowers and inspires participants to:

- a) raise rigor and relevance for all students
- b) make marked and sustainable improvement in classrooms and schoolwide immediately
- c) become energized to create positive change and improve instructional effectiveness
- d) implement ideas and strategies shared by the nation's highest performing and rapidly improving schools
- e) benefit from countless networking opportunities with educators from schools across the U.S.
- f) transform student learning experiences by using instructional technology
- g) create and implement an effective, engaging learner environment

****Daggett, Bill (2012), The Daggett System for Effective Instruction: Alignment for Student Achievement.**

According to Bill Daggett, most of the respected research is consistent on one key school improvement issue: effective instruction really matters. No single variable has more impact than teaching.

Some factors can be directly affected by an education organization; others cannot. Some

noteworthy effect sizes from his research include:

- Formative Evaluation: +0.90 (~ 1.7 years of growth)
- Providing feedback: +0.73 (~ 1.44 years of growth)
- Student Teacher Relationships: +0.72 (~ 1.44 years of growth)
- Prior Achievement: +0.67 (~ 1.34 years of growth)
- Professional Development: +0.62 (~ 1.24 years of growth)

The study revealed five key themes, all of which were used in the development of the Daggett System.

1. Leadership: A clear sense of purpose that empowers staff toward a common vision.
2. High expectations: For academic performance as well as college/career readiness.
3. Relationships: Valuing relationships as part of a successful learning environment.
4. Student opportunities: Both academic "stretch" and personal skill development opportunities.
5. Professional culture: Teachers, administration, and staff collaborate toward goals.

Research supports what most of us see as common sense: what goes on between the teacher and the each student is central to highlevel learning. Effective teaching is not the end goal, however; it is the means to an end: student achievement.

The Daggett System leverages more than the teacher in the classroom. It emphasizes vertical alignment with organizational systems and structures and with instructional leadership and horizontal alignment with teaching colleagues and classroom resources as keys to success. Because teachers are the most powerful influence on instruction, the entire system needs to be focused on making teachers effective. Therefore, the Daggett System provides a coherent focus across an entire education system: Organizational Leadership, Instructional Leadership, and Teaching.

6B.5/6: In order to close the achievement gap, our research indicates the three big Ideas for the reform/redesign plan at Ottawa Hills High School are reflective teaching using the TeachScope 360 Degree Camera, increased lesson planning time using the lesson plan template , and school-wide literacy.

Staff will look at State Standards, collaborate with department colleagues to align from one grade level to the next, embed SIP strategies and technology into lesson plans, and make expectations are made clear.

The data sources used in leading to these conclusions include: ACT, MME, MAP, EPAS, School Wide Information System Data (SWIS), Tripod Survey (Cambridge), Graduation Rate, Attendance Data, and Administrative and Instructional Rounds Observations

The details of implementing the instructional program are as follows:

Timeline:

During the Professional Development prior to 2013-2014 school year, TeachScope implementation was addressed and introduced. Continued professional development will be provided for implementation and use.

Professional Development for Literacy (Close and Critical Reading) was provided on September 27, and will continue to be supported throughout the 2013-2014 school year.

Content Area PLCs (October - June) will go over the lesson plan template, SIP strategy, weekly data, reflect on student work, determine the implementation of strategies to increase student achievement, and data to change instruction and achievement.

Learning Walks (October, December, February, April) will determine the quality of implementation and provide feedback for any further support needed.

Instructional Rounds (October, November, January, March, May) will determine the quality of implementation and provide feedback for any further support needed.

Half-Day Planning (Bi-Monthly) will allow planning for content area teachers to discuss the implementation of strategies, to address concerns, and to analyze data.

Technology (September - June) Teachers will use TeachScape 360 Degree Camera to reflect on own teaching practices and implementation of strategy. Teachers will continue to use Interactive Whiteboard, Clickers, and training on Nooks.

Resources Include:

TeachScape Cameras

Substitute Teachers for planning days

Professional Development

Lesson Plan Template

Nexpert

Staff Responsible for Implementation of the Instructional Program

Teachers

Administration

Support Staff

6B.7: School-wide implementation of the instruction program: Vertical alignment of instructional program

Year 1: The focus will be on fluency and comprehension. This is based on MAP reading data for grades 9-11. Emphasis will be on all grades but heavy concentration on the 9th grade where there is a need for basic reading skills, vocabulary and increase practice on timed readings.

Writing is also incorporated into all content areas with the use of rubrics. Ottawa Hills High School has developed a rigorous writing rubric that will be used across all content areas.

Year 2: The focus for the second year will be more in depth on critical reading while continuing to improve and develop reading skills (fluency, comprehension, and vocabulary). Incorporate the initiatives to all content areas, specifically math skills, Analyze data from year one to adjust as needed.

Year 3: Focus of implementation will be determined by the data and feedback from years one and two. Student achievement will be analyzed to determine what are the areas needing more support. Feedback from teachers and also learning walks and instructional rounds conversations will also determine the professional learning needed for successful instruction to increase student achievement.

Requirement #7: The district promotes the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction in order to meet the academic needs of individual student.

Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as;

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formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data (see key terms), (b) describe the structure and process for educators to collaborate to analyze data and plan for Tier II and Tier III instruction, (c) identify instructional program outcomes and a plan to assess for impact

Goal 1:

All students at Ottawa Hills High School will be proficient in Reading, Writing, Mathematics, Science and Social Studies

Measurable Objective 1:

15% of All Students will demonstrate a proficiency in the area of Inquiry and Reflection in Science by 06/04/2016 as measured by ACT/MME.

Strategy1:

Student Engagement - All staff will incorporate a variety of activities which will promote and increase student engagement which will allow students to actively participate in their own learning.

Research Cited: Pickering, Debra J., and Marzano, Robert J. (2011). The Highly Engaged Classroom.

Marzano Research Laboratory.

"Engagement is a central aspect of effective teaching. If students are not engaged, there is little, if any chance that they will learn what is being addressed in class. Student engagement has long been recognized as the core of effective schooling."

Activity - PLC and PD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will participate in professional development which supports the understanding of student engagement techniques, follow up within departmental PLC to analyze data and develop lessons to incorporate student engagement strategies.	Professional Learning			08/26/2013	06/04/2016	\$2000 - Title I Schoolwide	Instructional staff and support staff

Activity - Academic Rigor	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will build students' foundation of content by engaging them in the thinking process to deepen their overall content knowledge.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

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Activity - Clear Expectations and Protocols	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be trained to adopt and communicate common classroom and building expectations and protocols. All staff will implement Positive Behavior Interventions and Support in the school to improve the academic learning behaviors of all students.	Academic Support Program			08/26/2013	06/04/2016	\$500 - Title I Schoolwide	All Staff

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will use differentiated instruction activities based on the needs from an analysis of classroom data to engage students and meet their individual needs.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Administrators, Instructional Leadership Team, and Staff will monitor the level of student engagement in the classrooms through Learning Walks, Instructional Rounds, and through the evaluation process. Learning Walks and Instructional Rounds are conducted each marking period. The evaluation process follows the district protocol.	Monitor			08/26/2013	06/07/2014	\$0 - No Funding Required	Administration, Instructional Staff, and Support Staff

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will embed the use of technology into daily lessons to support students learning objectives. Students will engage with technology as a means to demonstrate their learning.	Technology			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

Strategy2:

Content Area Literacy - The school staff will implement and incorporate into their instruction a variety of activities such as: Close and Critical Reading, Disciplinary Literacy, Thinking Maps, and Rubrics to increase students' Content Area Literacy.

Research Cited: Institute for Learning - Principles of Learning. University of Pittsburgh

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Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will use Thinking Maps in their instruction to support literacy and metacognition. Use of Thinking Maps deepens student understanding of academic vocabulary, assists in writing across the curriculum, enhances note-taking strategies, and improves reading comprehension. Teachers will model the use of all eight Thinking Maps and students will be expected to use a variety of them when appropriate.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

Activity - Close and Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will use CCR strategies to assist in the comprehension of complex text to increase understanding of content being presented.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Administrators, Instructional Leadership Team, and Staff will monitor the level of content area literacy strategies in the classroom through Learning Walks, Instructional Rounds, and through the evaluation process. Learning Walks and Instructional Rounds are conducted each marking period. The evaluation process follows the district protocol. Changes will be put in place or additional training offered based on feedback.	Monitor			08/26/2013	06/04/2016	\$0 - No Funding Required	Administration, Instructional Staff, Support Staff

Activity - Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will use the Ottawa Hills Writing Rubric and Scoring Rubric, and exemplars to set clear expectations. Staff will use the rubric data to provide feedback to students to improve overall content area literacy. Staff will use DOK Rubric to guide lesson planning.	Other			08/26/2013	06/07/2014	\$0 - No Funding Required	Instructional Staff and Support Staff

Activity - Disciplinary Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will use the seven Principles of Learning in their instruction in order to increase Content Area Literacy.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

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Activity - PLC and PD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will participate in professional development which supports understanding of student engagement techniques, especially working within departmental PLC to analyze data and develop lessons to incorporate student literacy strategies.	Professional Learning			08/26/2013	06/04/2016	\$2000 - Title I Schoolwide	Instructional Staff and Support Staff

Measurable Objective 2:

25% of All Students will demonstrate a proficiency in the area of History and Geography in Social Studies by 06/04/2016 as measured by 9th Grade Meap and MME.

Strategy1:

Student Engagement - All staff will incorporate a variety of activities which will promote and increase student engagement which will allow students to actively participate in their own learning.

Research Cited: Pickering, Debra J., and Marzano, Robert J. (2011). The Highly Engaged Classroom.

Marzano Research Laboratory.

"Engagement is a central aspect of effective teaching. If students are not engaged, there is little, if any chance that they will learn what is being addressed in class. Student engagement has long been recognized as the core of effective schooling."

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will embed the use of technology into daily lessons to support students learning objectives. Students will engage with technology as a means to demonstrate their learning.	Technology			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

Activity - Academic Rigor	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will build students' foundation of content by engaging them in the thinking process to deepen their overall content knowledge.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

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Activity - PLC and PD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will participate in professional development which supports the understanding of student engagement techniques, follow up within departmental PLC to analyze data and develop lessons to incorporate student engagement strategies.	Professional Learning			08/26/2013	06/04/2016	\$2000 - Title I Schoolwide	Instructional staff and support staff

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will use differentiated instruction activities based on the needs from an analysis of classroom data to engage students and meet their individual needs.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Administrators, Instructional Leadership Team, and Staff will monitor the level of student engagement in the classrooms through Learning Walks, Instructional Rounds, and through the evaluation process. Learning Walks and Instructional Rounds are conducted each marking period. The evaluation process follows the district protocol.	Monitor			08/26/2013	06/07/2014	\$0 - No Funding Required	Administration, Instructional Staff, and Support Staff

Activity - Clear Expectations and Protocols	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be trained to adopt and communicate common classroom and building expectations and protocols. All staff will implement Positive Behavior Interventions and Support in the school to improve the academic learning behaviors of all students.	Academic Support Program			08/26/2013	06/04/2016	\$500 - Title I Schoolwide	All Staff

Strategy2:

Content Area Literacy - The school staff will implement and incorporate into their instruction a variety of activities such as: Close and Critical Reading, Disciplinary Literacy, Thinking Maps, and Rubrics to increase students' Content Area Literacy.

Research Cited: Institute for Learning - Principles of Learning. University of Pittsburgh

Activity - Close and Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will use CCR strategies to assist in the comprehension of complex text to increase understanding of content being presented.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

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Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will use Thinking Maps in their instruction to support literacy and metacognition. Use of Thinking Maps deepens student understanding of academic vocabulary, assists in writing across the curriculum, enhances note-taking strategies, and improves reading comprehension. Teachers will model the use of all eight Thinking Maps and students will be expected to use a variety of them when appropriate.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

Activity - Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will use the Ottawa Hills Writing Rubric and Scoring Rubric, and exemplars to set clear expectations. Staff will use the rubric data to provide feedback to students to improve overall content area literacy. Staff will use DOK Rubric to guide lesson planning.	Other			08/26/2013	06/07/2014	\$0 - No Funding Required	Instructional Staff and Support Staff

Activity - PLC and PD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will participate in professional development which supports understanding of student engagement techniques, especially working within departmental PLC to analyze data and develop lessons to incorporate student literacy strategies.	Professional Learning			08/26/2013	06/04/2016	\$2000 - Title I Schoolwide	Instructional Staff and Support Staff

Activity - Disciplinary Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will use the seven Principles of Learning in their instruction in order to increase Content Area Literacy.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

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Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Administrators, Instructional Leadership Team, and Staff will monitor the level of content area literacy strategies in the classroom through Learning Walks, Instructional Rounds, and through the evaluation process. Learning Walks and Instructional Rounds are conducted each marking period. The evaluation process follows the district protocol. Changes will be put in place or additional training offered based on feedback.	Monitor			08/26/2013	06/04/2016	\$0 - No Funding Required	Administration, Instructional Staff, Support Staff

Measurable Objective 3:

25% of All Students will demonstrate a proficiency in the writing process in English Language Arts by 06/04/2016 as measured by MME.

Strategy1:

Content Area Literacy - The school staff will implement and incorporate into their instruction a variety of activities such as: Close and Critical Reading, Disciplinary Literacy, Thinking Maps, and Rubrics to increase students' Content Area Literacy.

Research Cited: Institute for Learning - Principles of Learning. University of Pittsburgh

Activity - Close and Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will use CCR strategies to assist in the comprehension of complex text to increase understanding of content being presented.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will use Thinking Maps in their instruction to support literacy and metacognition. Use of Thinking Maps deepens student understanding of academic vocabulary, assists in writing across the curriculum, enhances note-taking strategies, and improves reading comprehension. Teachers will model the use of all eight Thinking Maps and students will be expected to use a variety of them when appropriate.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

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Activity - Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will use the Ottawa Hills Writing Rubric and Scoring Rubric, and exemplars to set clear expectations. Staff will use the rubric data to provide feedback to students to improve overall content area literacy. Staff will use DOK Rubric to guide lesson planning.	Other			08/26/2013	06/07/2014	\$0 - No Funding Required	Instructional Staff and Support Staff

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Administrators, Instructional Leadership Team, and Staff will monitor the level of content area literacy strategies in the classroom through Learning Walks, Instructional Rounds, and through the evaluation process. Learning Walks and Instructional Rounds are conducted each marking period. The evaluation process follows the district protocol. Changes will be put in place or additional training offered based on feedback.	Monitor			08/26/2013	06/04/2016	\$0 - No Funding Required	Administration, Instructional Staff, Support Staff

Activity - PLC and PD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will participate in professional development which supports understanding of student engagement techniques, especially working within departmental PLC to analyze data and develop lessons to incorporate student literacy strategies.	Professional Learning			08/26/2013	06/04/2016	\$2000 - Title I Schoolwide	Instructional Staff and Support Staff

Activity - Disciplinary Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will use the seven Principles of Learning in their instruction in order to increase Content Area Literacy.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

Strategy2:

Student Engagement - All staff will incorporate a variety of activities which will promote and increase student engagement which will allow students to actively participate in their own learning.

Research Cited: Pickering, Debra J., and Marzano, Robert J. (2011). The Highly Engaged Classroom.

Marzano Research Laboratory.

"Engagement is a central aspect of effective teaching. If students are not engaged, there is little, if any chance that they will learn what is being addressed in class. Student engagement has long been recognized as the core of effective schooling."

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Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Administrators, Instructional Leadership Team, and Staff will monitor the level of student engagement in the classrooms through Learning Walks, Instructional Rounds, and through the evaluation process. Learning Walks and Instructional Rounds are conducted each marking period. The evaluation process follows the district protocol.	Monitor			08/26/2013	06/07/2014	\$0 - No Funding Required	Administration, Instructional Staff, and Support Staff

Activity - Clear Expectations and Protocols	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be trained to adopt and communicate common classroom and building expectations and protocols. All staff will implement Positive Behavior Interventions and Support in the school to improve the academic learning behaviors of all students.	Academic Support Program			08/26/2013	06/04/2016	\$500 - Title I Schoolwide	All Staff

Activity - Academic Rigor	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will build students' foundation of content by engaging them in the thinking process to deepen their overall content knowledge.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will use differentiated instruction activities based on the needs from an analysis of classroom data to engage students and meet their individual needs.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

Activity - PLC and PD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will participate in professional development which supports the understanding of student engagement techniques, follow up within departmental PLC to analyze data and develop lessons to incorporate student engagement strategies.	Professional Learning			08/26/2013	06/04/2016	\$2000 - Title I Schoolwide	Instructional staff and support staff

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Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will embed the use of technology into daily lessons to support students learning objectives. Students will engage with technology as a means to demonstrate their learning.	Technology			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

Measurable Objective 4:

A 20% increase of All Students will demonstrate a proficiency in Numbers and Operations and Algebraic Functions in Mathematics by 06/04/2016 as measured by MAP and ACT/MME.

Strategy1:

Student Engagement - All staff will incorporate a variety of activities which will promote and increase student engagement which will allow students to actively participate in their own learning.

Research Cited: Pickering, Debra J., and Marzano, Robert J. (2011). The Highly Engaged Classroom.

Marzano Research Laboratory.

"Engagement is a central aspect of effective teaching. If students are not engaged, there is little, if any chance that they will learn what is being addressed in class. Student engagement has long been recognized as the core of effective schooling."

Activity - PLC and PD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will participate in professional development which supports the understanding of student engagement techniques, follow up within departmental PLC to analyze data and develop lessons to incorporate student engagement strategies.	Professional Learning			08/26/2013	06/04/2016	\$2000 - Title I Schoolwide	Instructional staff and support staff

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will use differentiated instruction activities based on the needs from an analysis of classroom data to engage students and meet their individual needs.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

Activity - Academic Rigor	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will build students' foundation of content by engaging them in the thinking process to deepen their overall content knowledge.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

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Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Administrators, Instructional Leadership Team, and Staff will monitor the level of student engagement in the classrooms through Learning Walks, Instructional Rounds, and through the evaluation process. Learning Walks and Instructional Rounds are conducted each marking period. The evaluation process follows the district protocol.	Monitor			08/26/2013	06/07/2014	\$0 - No Funding Required	Administration, Instructional Staff, and Support Staff

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will embed the use of technology into daily lessons to support students learning objectives. Students will engage with technology as a means to demonstrate their learning.	Technology			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

Activity - Clear Expectations and Protocols	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be trained to adopt and communicate common classroom and building expectations and protocols. All staff will implement Positive Behavior Interventions and Support in the school to improve the academic learning behaviors of all students.	Academic Support Program			08/26/2013	06/04/2016	\$500 - Title I Schoolwide	All Staff

Strategy2:

Content Area Literacy - The school staff will implement and incorporate into their instruction a variety of activities such as: Close and Critical Reading, Disciplinary Literacy, Thinking Maps, and Rubrics to increase students' Content Area Literacy.

Research Cited: Institute for Learning - Principles of Learning. University of Pittsburgh

Activity - Disciplinary Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will use the seven Principles of Learning in their instruction in order to increase Content Area Literacy.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

Activity - Close and Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will use CCR strategies to assist in the comprehension of complex text to increase understanding of content being presented.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

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Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Administrators, Instructional Leadership Team, and Staff will monitor the level of content area literacy strategies in the classroom through Learning Walks, Instructional Rounds, and through the evaluation process. Learning Walks and Instructional Rounds are conducted each marking period. The evaluation process follows the district protocol. Changes will be put in place or additional training offered based on feedback.	Monitor			08/26/2013	06/04/2016	\$0 - No Funding Required	Administration, Instructional Staff, Support Staff

Activity - PLC and PD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will participate in professional development which supports understanding of student engagement techniques, especially working within departmental PLC to analyze data and develop lessons to incorporate student literacy strategies.	Professional Learning			08/26/2013	06/04/2016	\$2000 - Title I Schoolwide	Instructional Staff and Support Staff

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will use Thinking Maps in their instruction to support literacy and metacognition. Use of Thinking Maps deepens student understanding of academic vocabulary, assists in writing across the curriculum, enhances note-taking strategies, and improves reading comprehension. Teachers will model the use of all eight Thinking Maps and students will be expected to use a variety of them when appropriate.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

Activity - Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will use the Ottawa Hills Writing Rubric and Scoring Rubric, and exemplars to set clear expectations. Staff will use the rubric data to provide feedback to students to improve overall content area literacy. Staff will use DOK Rubric to guide lesson planning.	Other			08/26/2013	06/07/2014	\$0 - No Funding Required	Instructional Staff and Support Staff

Measurable Objective 5:

32% of All Students will demonstrate a proficiency in Reading in English Language Arts by 06/04/2016 as measured by MAP and ACT/MME.

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Strategy1:

Student Engagement - All staff will incorporate a variety of activities which will promote and increase student engagement which will allow students to actively participate in their own learning.

Research Cited: Pickering, Debra J., and Marzano, Robert J. (2011). The Highly Engaged Classroom.

Marzano Research Laboratory.

"Engagement is a central aspect of effective teaching. If students are not engaged, there is little, if any chance that they will learn what is being addressed in class. Student engagement has long been recognized as the core of effective schooling."

Activity - Clear Expectations and Protocols	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will be trained to adopt and communicate common classroom and building expectations and protocols. All staff will implement Positive Behavior Interventions and Support in the school to improve the academic learning behaviors of all students.	Academic Support Program			08/26/2013	06/04/2016	\$500 - Title I Schoolwide	All Staff

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Administrators, Instructional Leadership Team, and Staff will monitor the level of student engagement in the classrooms through Learning Walks, Instructional Rounds, and through the evaluation process. Learning Walks and Instructional Rounds are conducted each marking period. The evaluation process follows the district protocol.	Monitor			08/26/2013	06/07/2014	\$0 - No Funding Required	Administration, Instructional Staff, and Support Staff

Activity - PLC and PD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will participate in professional development which supports the understanding of student engagement techniques, follow up within departmental PLC to analyze data and develop lessons to incorporate student engagement strategies.	Professional Learning			08/26/2013	06/04/2016	\$2000 - Title I Schoolwide	Instructional staff and support staff

Activity - Technology	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will embed the use of technology into daily lessons to support students learning objectives. Students will engage with technology as a means to demonstrate their learning.	Technology			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

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Activity - Academic Rigor	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will build students' foundation of content by engaging them in the thinking process to deepen their overall content knowledge.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will use differentiated instruction activities based on the needs from an analysis of classroom data to engage students and meet their individual needs.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

Strategy2:

Content Area Literacy - The school staff will implement and incorporate into their instruction a variety of activities such as: Close and Critical Reading, Disciplinary Literacy, Thinking Maps, and Rubrics to increase students' Content Area Literacy.

Research Cited: Institute for Learning - Principles of Learning. University of Pittsburgh

Activity - Disciplinary Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will use the seven Principles of Learning in their instruction in order to increase Content Area Literacy.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Administrators, Instructional Leadership Team, and Staff will monitor the level of content area literacy strategies in the classroom through Learning Walks, Instructional Rounds, and through the evaluation process. Learning Walks and Instructional Rounds are conducted each marking period. The evaluation process follows the district protocol. Changes will be put in place or additional training offered based on feedback.	Monitor			08/26/2013	06/04/2016	\$0 - No Funding Required	Administration, Instructional Staff, Support Staff

Activity - Close and Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will use CCR strategies to assist in the comprehension of complex text to increase understanding of content being presented.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

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Activity - Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will use the Ottawa Hills Writing Rubric and Scoring Rubric, and exemplars to set clear expectations. Staff will use the rubric data to provide feedback to students to improve overall content area literacy. Staff will use DOK Rubric to guide lesson planning.	Other			08/26/2013	06/07/2014	\$0 - No Funding Required	Instructional Staff and Support Staff

Activity - PLC and PD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will participate in professional development which supports understanding of student engagement techniques, especially working within departmental PLC to analyze data and develop lessons to incorporate student literacy strategies.	Professional Learning			08/26/2013	06/04/2016	\$2000 - Title I Schoolwide	Instructional Staff and Support Staff

Activity - Thinking Maps	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will use Thinking Maps in their instruction to support literacy and metacognition. Use of Thinking Maps deepens student understanding of academic vocabulary, assists in writing across the curriculum, enhances note-taking strategies, and improves reading comprehension. Teachers will model the use of all eight Thinking Maps and students will be expected to use a variety of them when appropriate.	Direct Instruction			08/26/2013	06/04/2016	\$0 - No Funding Required	Instructional Staff and Support Staff

Narrative:

Narrative:

7.1: Classroom data will be analyzed to determine gaps in student learning and teaching strategies will be adjusted based on students' needs. Data collection and analysis relate back to the reform model ideas of content planning time, literacy, and use of the TeachScape Camera. Formative assessments are done on a daily basis. All teachers are expected to track this data with weekly Pre and Post assessments used to drive instruction and differentiate content for students. The formative assessment tools and strategies teachers are using include: activators, interactive white boards, Student Response Systems (SRS), QuickPolls with the TI Nspire, Exit Slips, and Accountable Talk. Formative assessments are non-negotiable in the daily lesson planning and teaching process. Regular and on-going interim assessments include ACT-like test questions, quizzes, essays, homework, cooperative learning activities, and presentations. All of which are used to design, to inform, and evaluate decisions regarding student knowledge and skills relative to a specific set of academic goals.

7.2: Data Frequency -

Gradebook Distribution: The principal and assistant principal will look at failure rates weekly (Every Monday) and meet with teachers who have a failure rate greater than 35%. This meeting will be an instructional conversation about what the data says and their re-teaching plan, strategies being used and re-testing.

Half-Day Planning: A time for content area teachers to have two half-days each month to plan lessons. The planning time will be based on data to help determine the areas of needed focus and the strategies that are best suited to meet those needs.

EPAS: Students (9th and 10th) will take a practiced EXPLORE and PLAN in the fall, winter, and spring that will show progress and challenges in specific strands. This data will be used school-wide and for each individual student. 11th grade students will take practice ACT tests in the fall and winter prior to the assessed ACT in the spring. Again, this will show staff and students where strengths and weaknesses are both as a school and as individuals.

MAP: Reading and math tests will be given twice a year. Staff will compare data spring to spring. The Map results will be used to give teachers and students a gauge as to where they are in comparison to target goal and to the national averages.

Pre/Post Assessments: These are given weekly in all content area classrooms. The pre assessment shows student's prior knowledge and the post assessment shows student's proficiency and mastery of the content.

Data Dialogue: Teachers share the results of common assessments, strategies used, and the impact on student achievement.

Attendance: This is monitored weekly and monthly by administration and the Data Specialist. Attendance percentage for each class and the school is posted monthly as part of the District Attendance Challenge.

7.3: Summative assessments include teacher created, District Common Assessment required by the District. Data collected from all forms of assessments are used as part of a continuous cycle of improvement and specific data is disseminated to the specific area of deficiency in order to close achievement gaps. Data is used consistently by the administration, Instructional Leadership Team to plan professional development, adjust curriculum, and design differentiation strategies to meet student needs (ie. groupings, reteach)

7.4: Data from standardized tests, classroom assessments, and formative assessments will be monitored by teachers weekly. Teachers will use data to support changes to their lessons. Data will also be used by administration to monitor student and teacher performance. This will be done weekly. Data from Instructional Rounds and Learning Walks will be used to support teaching and learning and also to provide needed support and professional development.

Individual data is shared with students weekly by teachers. Students use the data to set goals, develop a responsibility of own learning, and to be aware of what is needed to improve. Data is shared with parents at conferences twice a year, weekly progress reports sent home with students, and phone calls made by teachers. A log is kept by teachers documenting communication made to parents and next steps.

Data Dialogue meets four times each year where staff report by content area. Quarterly reports are made to the Grand Rapids Board of Education by administration on where the school is with the implementation of the priority plan.

7.5: Ottawa Hills High School will work to close the achievement gaps by monitoring classroom instruction and test taking skills. Extended learning will help close the reading and literacy gap by extending the learning day and having students focus on reading and writing skills. Interim EPAS testing will check on where students are in closing the gap.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Requirement #8: The district establishes schedules and implements strategies that provide increased learning time.

Indicator 8A: In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indication 8B: In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8C: In your response, describe the district's plan for increasing time for professional collaboration that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8A.1/2/3: Time for Core Subjects

Increasing time on task is a well-researched strategy for increasing student achievement. To that end, we have established two strategies district wide: increasing learning time in the core subjects and increasing attendance so that students will have the opportunity to learn.

The district's plan for increasing time for core academic subjects and enrichments includes a district/community-wide coordinated effort to reduce chronic absenteeism. Chronic absenteeism is defined as missing 10% or more of the school days.

As a district in previous years, we knew that student attendance was important as a factor in increased/accelerated student achievement. However, we focused on truancy which only accounts for unexcused absences. This past summer, we analyzed our data around the impact of absenteeism on achievement and school culture. As a District and at the building level, we now focus on both excused and unexcused absences. In partnering with the Director of Attendance Works, Hedy Chang, we began our focus on Chronic Absenteeism. This is defined as missing 10% or more of school days due to excused or unexcused absences.

Last year Ottawa Hills High School had 64 % of their students chronically absent. In order to reduce this number, the following things are in place:

Ottawa Hills High School received the following reports from the District:

1. Weekly Chronic Absenteeism Report that shows the Satisfactory, At Risk, Moderate, and Severe Chronic percentages.
2. Weekly Chronic Absenteeism report that shows students' names by building at the percentage and number of absences they have in relationship to the four absenteeism categories.

Ottawa launched a monthly attendance challenge that is connected to PBIS. The challenge is connected to "Satisfactory" attendance (missing less than 5% of total school days).

The attendance for chronic absenteeism in 2012-2013 was 63.8%. Marking period 1 in 2012 for chronic absenteeism was 49% compared to marking period 1 in 2013 at 45%. This is a reduction of 4%.

Redesign Plan

Ottawa Hills High School

Ottawa Hills participates in the recently launched Parent University. Parent University is a community collaborative to help parents become full partners in their child's education. It offers modules, activities, workshops, classes, conferences, mentoring and coaching to equip parents for success. One of the goals of Parent University is to reduce chronic absenteeism by 10%. In addition our Parent Teacher Community Council (PTCC) meetings are connected to reducing chronic absenteeism.

Neighborhood maps that show the number of students by block that were either "At Risk", "Moderate", and "Severely Chronic" last year are used by the Ottawa staff to set goals and target community interventions. This information is used with our community partners in engaging specific neighborhoods in discussions about the importance of attending school everyday.

Additional time:

We will reduce our lunch process from a 2 period lunch to a 1 period lunch by doing this we will add 15 minutes of instructional time. In addition, we will reduce our passing time from 5 minutes to 4 minutes generating an additional 5 minutes of additional instructional time. Overall these two changes will increase our instructional time by 20 minutes. Additionally, we will ensure that each classroom instructor teaches from bell to bell. We will continue to utilize the services of Upward Bound, Urban Young Life, and L.O.F.T. as our after school support/enrichment activities.

Rationale for Increased achievement: Extended time will focus on areas that students are not being successful on as determined by analyzing items and data provided by assessments. Students will be monitored on how well they are mastering reading and math. The focus will be determined through collaboration between content area teachers and administration. Next steps will be determined as students work is examined at PLC's. Student achievement will be impacted by the focus of the instruction on basic reading and skills

In addition, students will have time for Credit Recovery after school and on Saturdays. Bell to Bell teaching is required with lesson including specified focus. This is monitored by instructional rounds and evaluation observations. Tutoring will be offered 3 days per week with a schedule determined by each content area.

8B.1/2/3: Enrichment activities will be offered after school and weekends in collaboration with community partnerships such as:

Historically Black College Partnership - college visits after school and on weekends

Upward Bound - after school four-times each week

Dual Enrollment partnership with GR Community College

Tutoring done by Grand Valley College Students - after school four-times each week

Tutoring done by staff - after school three-times each week

Enrichment Center (E-Center) - daily before and after school

A specific area of the building has been designated for 9th classrooms focusing on a more family like grouping to develop within students' a sense of belonging, increase attendance, foster good attitudes and behavior, and promote student achievement.

8C.1/2: Additional planning time for core content staff will be given increased time to plan lessons by allocating half-day bi-weekly planning time. Teacher teams will use the time to plan together and incorporate all aspects of the core content state standards.

Teacher teams will be comprised of returning staff with new staff with emphasis on providing instructional support. This time will help new staff with the development of skills to meet the expectations for classroom instruction that has already been a part of daily teaching through previous training.

8C.3: Through the District Transformation plan and teacher contract GRPS provides teachers the opportunity for 36 hours of professional

learning over the course of the school year. The 6 days designated for professional learning are targeted to both District level, divisional and school level initiatives. Each division (elementary, MS/K-8, and HS) designs, based on District and divisional needs, professional learning for teachers of that division. Various presenters and topics are made available on each of these days and teachers register for the professional collaborative time for teachers to collaborate for a minimum of 180 minutes each month. All professional development is based on Best Practices for improving effective teaching and learning. Instructional staff and leaders are held accountable for the implementation of all professional learning through the administrator and/or teacher evaluation system. This professional development will grow teachers practice in targeted areas that will in turn increase student achievement based on best teaching practices. Additionally, professional development will be targeted to the specific needs of the building in collaboration with community partnerships during job embedded professional development through PLC's. This is monitored through instructional rounds, learning walks, and classroom observations.

Requirement #9: The district provides appropriate social, emotional, and community services that support students.

Indicator 9A: In your response, detail the mechanism the school will use for identifying student needs, outline the supports that will be provided at the school (including what specific needs will be addressed), and specify the supports that will be provided through community agencies (including what specific needs will be addressed)

9.1: Students face a number of risks that can hinder a student's development both social and emotional. Students who are personally and emotionally healthy are more likely to success academically, stay in school, and develop a love of learning. Positive social, emotional, and academic supports may decrease negative behaviors such as acting out in class, truancy, dropping out, or not achieving academic success which impact the entire school and community.

Services are based on the identified needs through school nurses, behavioral referrals, teacher referrals, attendance data, SES data, grade data, test scores, instructional conversations, recommendations from GRPS Student Services Office, cooperative agreements with existing community agencies and family reports.

9.2: Social/Emotional Supports

Ottawa Hills High School has in supports in place to impact healthy development. Cherry Street Health Clinic is open for students and families during the school day and summer months. Students can receive health and dental care, as well as, social-emotional counseling services when referred by counseling department. Students can also be referred to outside agencies such as Arbor Circle, Network 180, and the Crisis Intervention Center at the Juvenile Detention Center. Students can be referred to these agencies by counseling staff or the staff with Cherry Street Health Services.

District Initiative

The Wheel, identifies by Measures of Academic Achievement (MAP) scores, suspension data, course failure, and attendance. They are connected to Youth Advocates and other staff who mentor them through the year with regards to grades, attendance and other supports needed to increase achievement. As part of The Wheel, the plan is to have a family support specialist who contacts parents on a regular basis and meets with them to remove barriers that prevent students from attending school. Positive Behavioral Interventions and Supports (PBIS) provides incentives for maintaining behavioral expectations. This program is based on the Response to Intervention (RTI) model to positively impact school climate and learning.

Parent Teacher Community Council (PTCC) is an advisory council on all parent engagement activities that ensures action and accountability for Grand Rapids Public Schools five-year strategic plan and community based priorities. The goals of the PTCC are: strengthen parent's ability to engage and support students' academic success, foster a climate where parents share ownership in school improvement and

academic success, provide a structure for parents to provide leadership in the schools and to foster a climate where parents feel welcomed, respected, and valued as important partners in their students' education regardless of economic level, family heritage, language or education background.

The responsibilities of the PTCC (including Community Support liaison and Parent Action Leaders) in the area of reform include but are not limited to: School Improvement Plan, community based priorities, monthly education/instructional meetings, monthly Feed America Food Truck, communications, and accountability. Dates for all events are included in the School Improvement Plan.

9.3: Academic Supports:

Ottawa Hills High School offers one to one or small group tutoring to students after school and on teacher prep hours. Students are provided support based on information from formative assessments. Documentation for student participation is provided through student sign in sheets.

Learning Opportunities for Students (LOFT) provides an after school program offering an array of exciting academic and enrichment opportunities designed to enhance the academic success of students.

Gear Up is a partnership with Grand Valley University to offer support to students.

A special area has been designated for 9th graders to develop a family grouping design utilizing a small learning environment within the school. Research supports this grouping based on the following benefits: develops a sense of belonging, increased attendance, attitudes and behavior and a focus on individual awareness of academic achievement and understanding.

The National Honor Society provides leadership development and creates situations and opportunities "to improve enthusiasm for scholarship, a desire to render service, promote leadership and develop character in the students of secondary schools." (From the NHS Constitution)

In addition to the supports listed above, the school communicates with families by phone calls, newsletters, Facebook, web site, twitter, conferences, robocalls, and district supported Parent Teacher Community Council and letters home. This two way communications ensures input and feedback from all families and the community.

Title I monthly meetings allow the school to communicate and collaborate on learning opportunities. Parents are surveyed at the fall meeting to determine the topics for meetings and areas that they would like to be involved.

Families are able to participate and engage in decision-making efforts related to school practices and instruction through our Parent Teacher Community Council (PTCC). Members of this Council include the Principal, Dean of Students, counselor, teachers, youth advocates and students. Parent Teacher Conferences also provide a venue for parents to give input on classroom instructional practices. Coupled with surveys, parents have indicated their perceptions of the school's practices and procedures. Parent Compacts also are used for input and commitment from parents, teachers, and students.

Alumni also are invited to meet and participate in activities and giving input on directions and support for our school.